More

Number Meanings

B

revised

More Number Meanings ..... revised

BY

THE SISTERS OF NOTRE DAME
of Toledo, Ohio
under the direction of
SISTER M. ADELBERT, S.N.D., Ph. D.
Directress of Teacher Training,
Diocesan Supervisor of Schools
and
THOMAS G. FORAN, Ph. D.
Former Professor of Education,
Catholic University of America,
Washington, D.C.

Drill on ordinal numbers to the fifth 1
Concept of nine 3
Discovery of relationships in nine 7
Drill on ordinals to the left 9
Development of the 8+1 unit 11
Development of the 7+2 unit 17
Development of the 6+3 unit 23
Development of the 5+4 unit 29
Concept of ten 35
Discovery of relationships in ten 39
Development of the 5+5 unit 41
Development of the 9+1 unit 45
Development of the 8+2 unit 51
Development of the 7+3 unit 57
Development of the 6+4 unit 63
Speed test on all facts through 10 69
Drill on ordinals to the right 71
Concept of a cent and a nickel 73
Concept of a dime 75
Concept of a dime as ten 77
Multiple counting by tens 79
Development of time: the even hour 81
Further drill on the meaning of tens 83
Development of the meaning of TEEN 85
Remote preparation for development of place value of teen numbers ... 86
Development of the TRICKY TEENS 87
Review of time 92
Zero as a place holder 93
Adding dimes and tens 94
Review of time 100
Subtraction of dimes 101
Bridging in lower decades 109
Development of multiple counting by tens from 50 to 100 114
Bridging in the higher decades 117
Development of double-digit addition with facts through 7 121
Development of double-digit subtraction with facts through 9 123
Addition and subtraction of 9's and 10's as one act of thought 125
Development of adding by endings within the higher decades 127
Test on all types of addition and subtraction 128

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HANDBOOK B, the teacher's manual, is indispensable to the efficient use of BOOK B. It provides not only a complete lesson plan for every page but also a detailed development that should precede the introduction of each new concept.

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At this level of instruction the child is taught other essential number relationships which will increase his comprehension. These relationships and associations are developed and practiced on the following pages:

One to One Correspondence or Matching: pages 3, 35.

Discovery of Relationships in Numbers: pages 7, 8, 39, 40.

Group Recognition: pages 3, 4, 11, 13, 17, 19, 23, 25, 29, 31, 35, 36, 41, 45, 47, 51, 52, 57, 58, 63, 65, 80.

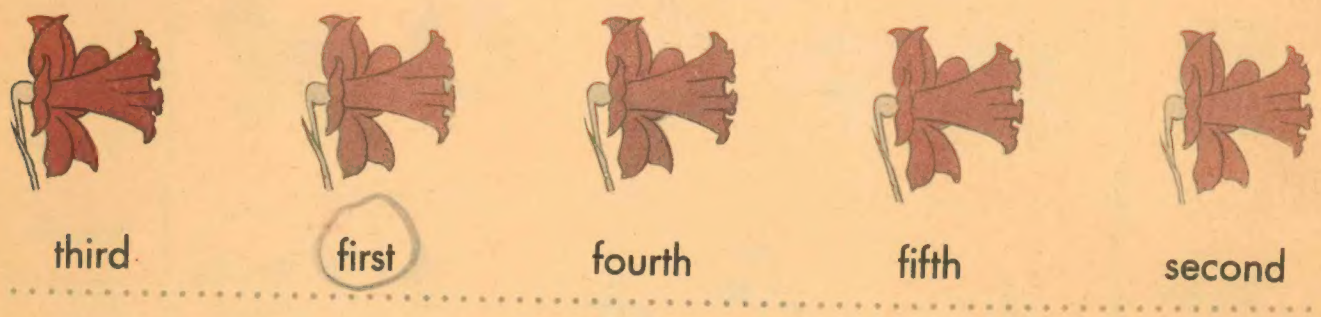
Figure Formation: pages 5, 37.

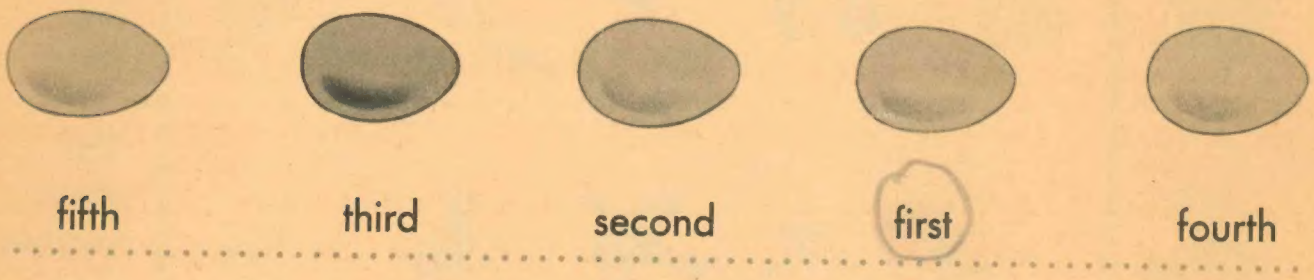
Serial Placement: pages 6, 38, 90, 91, 98, 99, 108, 110, 112, 118, 119, 124.

Money: pages 73, 74, 75, 77, 86, 87, 88, 89, 93, 94, 95, 96, 97, 101, 102, 103, 104, 106, 107, 109, 111, 113, 114, 115, 116, 117, 120.

Multiple Counting: pages 79, 113, 114.

Time: pages 81, 82, 92, 100.





PURPOSE: Drill on ordinal numbers to the fifth. For detailed pre-book development, see Handbook B.

TEACHER: How many smiling faces do you see at the top? Put your finger below the first one. Is a boy or a girl first? Who is second? In what place is the boy with the freckles? the boy with the glasses? Who is fifth or last? Point to the word that says first, second, etc. Now look at the box of flowers. Which one is darker than the others? Find the word that says *first* and draw a red ring around it. (etc.)

0-2	3	4
POOR	FAIR	GOOD

first
second
third
fourth
fifth

fifth
third
first
second
fourth

fourth
second
fifth
first
third

first
third
second
fourth
fifth

second
fifth
fourth
third
first

fifth
fourth
third
second
first

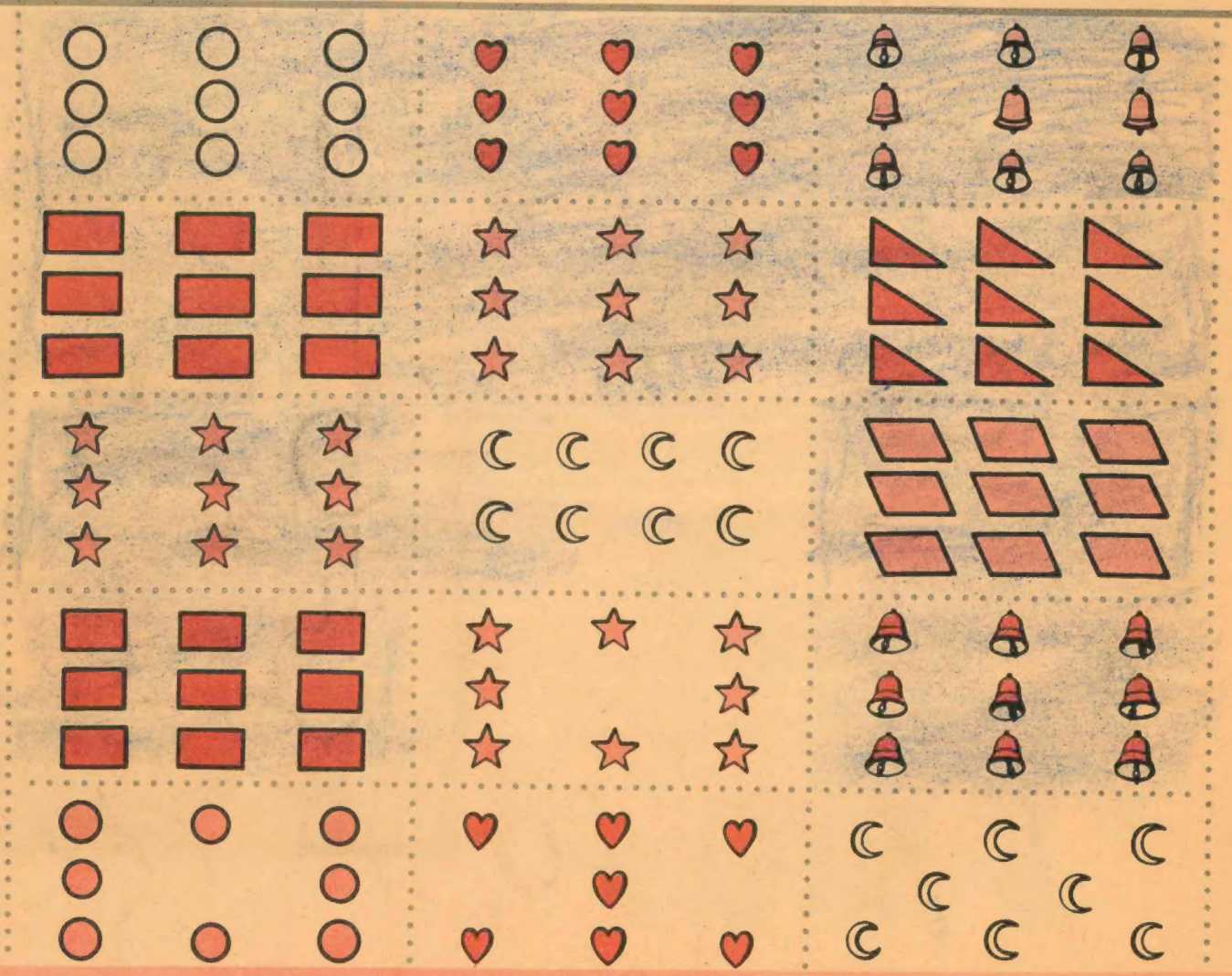
0-3 POOR | 4-5 FAIR | 6 GOOD

PURPOSE: Review of ordinals to the fifth. For detailed lesson plan, see Handbook B.
TEACHER: What do you see in the little box on the top left? Find that same cat in the long box. Is the cat first, second, or third in that picture? Find the word *third* in the little right-hand box. Draw a red ring around it. (etc.)

PURPOSE: Development of the concept of nine. For detailed pre-book development, see Handbook B.

TEACHER: How many boys are playing ball? How many balls? cones? hot dogs? Color blue all boxes below that have nine in the picture.

0-7	8-10	11-12
POOR	FAIR	GOOD



0-9 POOR | 10-13 FAIR | 14-15 GOOD

PURPOSE: Drill on the concept of nine. For detailed lesson plan, see Handbook B.

TEACHER: How many Indians do you see without counting? How do you know? Find all the boxes that have that number of things. Color blue all boxes of nine objects.

B

9 9
9 9

nine	nine	nine	nine	nine	nine
9	9	9	9	9	9

eight	nine	seven	six	five	four
8	9	7	6	5	4

one	two	three	four	five	six
1	2	3	4	5	6

seven	eight	nine	nine	nine	nine
7	8	9	9	9	9

PURPOSE: Writing number nine and associating it with the number name. For detailed pre-book development, see Handbook B.
TEACHER: How many children do you see at the top? How do you know there are nine without counting? Put your finger on the arrow of the first nine. Trace it, saying, "Around, down. Around, nine." (etc.)

0-13 POOR | 14-17 FAIR | 18-20 GOOD

B

4 5 6	2 3 4	3 4 5
3 4 5	7 8 9	1 2 3
6 7 8	5 6 7	3 4 5
7 8 9	1 2 3	3 4 5
2 3 4	4 5 6	1 2 3
5 6 7	7 8 9	2 3 4
1 2 3	5 6 7	7 8 1

2 4 3 2 3 4	2 1 3 1 2 3
7 6 5 5 6 7	7 8 9 7 8 9
5 6 4 4 5 5	8 9 7 7 8 7
3 1 2 1 2 3	7 6 5 5 6 7
6 8 7 6 7 8	8 7 9 7 8 9
5 4 3 3 4 5	7 6 8 6 7 8
7 6 8 6 7 8	9 8 7 7 8 9

0-41 POOR | 42-51 FAIR | 52-66 GOOD

PURPOSE: Drill on serial placement of numbers 1-9 and review of concepts of *before*, *between*, and *after*. For detailed lesson plan, see Handbook B.

TEACHER: Here are some nice puzzles. What numbers do you see in the first line? What is missing in the second line? (etc.) Look below. Some of the numbers are jumbled. You must straighten them out. Who will try the first one? Write them correctly on those three lines. (etc.)

A

eight and one are .....

8 + 1 = 9

seven and two are .....

7 + 2 = 9

six and three are .....

6 + 3 = 9

five and four are .....

5 + 4 = 9

four and five are .....

4 + 5 = 9

three and six are .....

3 + 6 = 9

two and seven are .....

2 + 7 = 9

one and eight are .....

1 + 8 = 9

PURPOSE: Discovery of addition relationships. For detailed pre-book development, see Handbook B.
TEACHER: How many sand shovels do you see in the first row? on the left? on the right? altogether? Read the number story below the shovels. Read the number story in the little box on the right. (etc.)

0-10 POOR · 11-13 FAIR · 14-16 GOOD

A

3 from 9 are 6

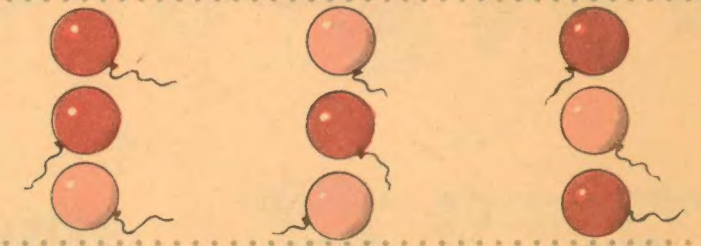
6 from 9 are 3

5 from 9 are 4

4 from 9 are 5

7 from 9 are 2

2 from 9 are 7



6 from 9 are 3

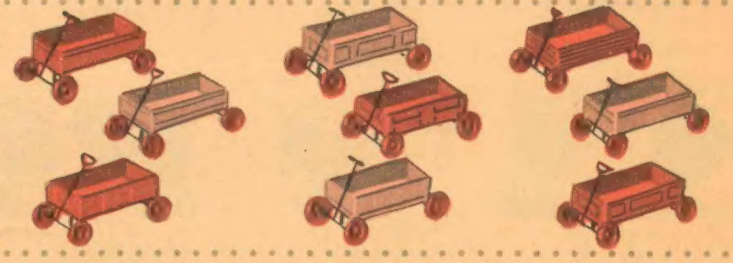
3 from 9 are 6

4 from 9 are 5

5 from 9 are 4

7 from 9 are 2

2 from 9 are 7



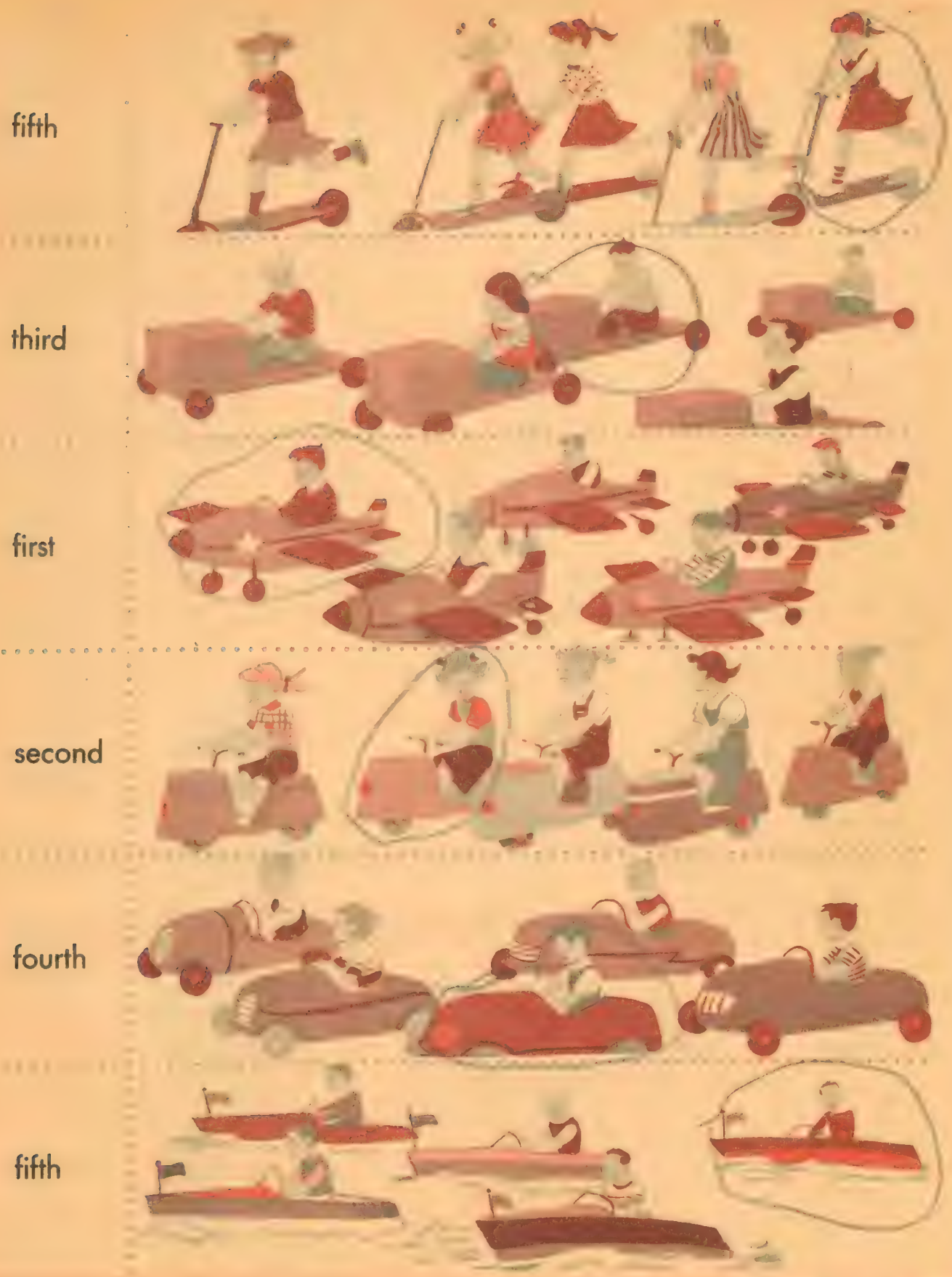
1 from 9 are 8

8 from 9 are 1

0-8 POOR 9-12 FAIR 13-14 GOOD

PURPOSE: Discovery of subtraction relationships. For detailed lesson plan, see Handbook B.

TEACHER: Read the first story. How do you show that you take 3 from 9? (Cross out 3.) Cover the three. Without counting, how many are left? What are 3 from 9? (etc.)



PURPOSE: Drill on ordinals to the left. For detailed pre-book development, see Handbook B.

TEACHER: How many girls in the first box? Point to the first girl; second; third; fourth; fifth. What is the word before the first girl? Find the fifth girl. Draw a red ring around her. (etc.)

0-3 POOR 4-5 FAIR 6 GOOD

1 +7 =	2 +6 =	4 +4 =	5 +3 =	6 +2 =	8 −7 =
8 −3 =	3 +5 =	2 +6 =	5 +3 =	6 +2 =	3 +5 =
8 −1 =	8 −7 =	1 +7 =	3 +5 =	6 +2 =	7 +1 =
8 −7 =	8 −2 =	8 −6 =	7 +1 =	4 +4 =	5 +3 =
8 −5 =	8 −2 =	8 −3 =			
7 −4 =	8 −5 =	8 −6 =			
8 −2 =	7 −4 =	8 −5 =			
8 −6 =	8 −3 =	7 −4 =			

0-27 POOR | 28-32 FAIR | 33-36 GOOD

PURPOSE: Motivated drill on facts of 7 and 8. For detailed lesson plan, see Handbook 8.

TEACHER: Help David hit a home run. Every time you write a correct answer, you hit a home run or put someone else out. Do your best. Color red all answers of 8. Color yellow all answers of 3.

1 + 8 = 9 8 + 1 = 9

eight and one are .....

8 + 1 = 9 1 + 8 = 9

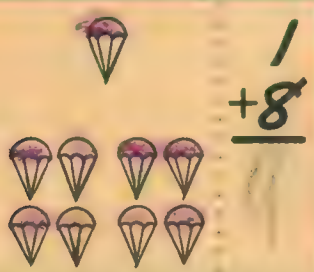
one and eight are .....

9 − 1 = 8 9 − 8 = 1

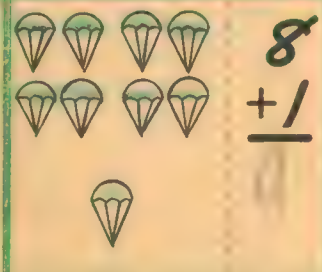
one from nine are .....

9 − 8 = 1 9 − 1 = 8

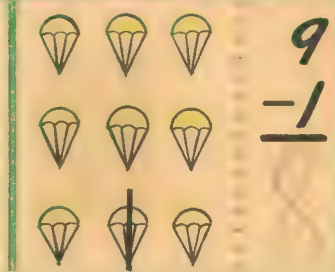
eight from nine are .....



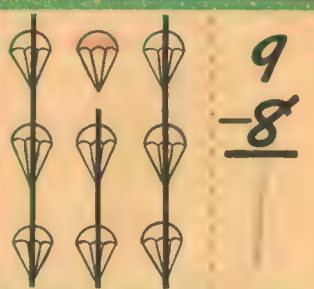
1 + 8 = 9



8 + 1 = 9



9 − 1 = 8



9 − 8 = 1

PURPOSE: Development of the 8 + 1 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many jets do you see in the first picture? How many on the left? How many coming in? Read the story below the picture. Read the number stories next to it. (etc.)

0-10 POOR 11-13 FAIR 14-16 GOOD

2 +6	1 +8				
1 +8	6 +2				
6 +2	8 +1				
8 +1	5 +3	8 +1	3 +5	8 −2	5 +3
9 −1	8 −5	3 +5	8 −3	9 −1	8 −2
8 −6	9 −8	8 −6	8 −7	8 −5	9 −8
9 −1	8 −3	9 −8	8 −1	8 −7	8 −1

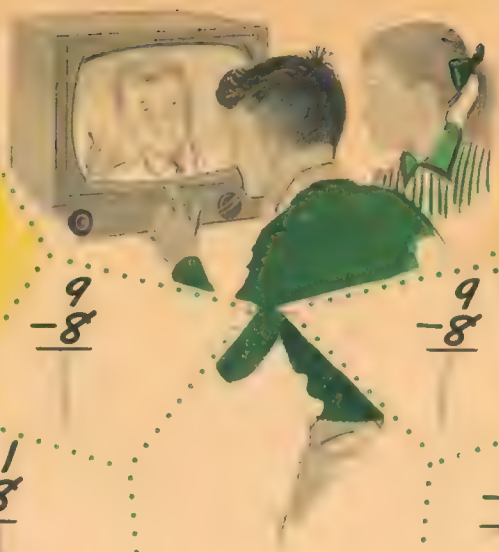
0-20	21-26	27-30
POOR	FAIR	GOOD

PURPOSE: Drill on the newly developed unit with ■ review of facts of 8. For detailed lesson plan, ■e Handbook B.
TEACHER: Show this little professor that you know the stories of 8 and the new stories you learned. Color green all answers 1 and 8.

PURPOSE: Diagnostic drill on facts of 8 and 9. For detailed pre-book development, see Handbook 8.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color yellow all answers of 8.

0-24 POOR | 25-31 FAIR | 32-36 GOOD



7 + 1 = 8	3 + 5 = 8	9 − 8 = 1	9 − 1 = 8	9 − 1 = 8	1 + 8 = 9	1 + 7 = 8	9 − 8 = 1
9 − 1 = 8	1 + 8 = 9	8 − 1 = 7	5 + 3 = 8	8 − 3 = 5	5 + 3 = 8	9 − 8 = 1	9 − 1 = 8
8 − 3 = 5	5 + 3 = 8	9 − 8 = 1	1 + 8 = 9	8 − 2 = 6	3 + 5 = 8	8 + 1 = 9	8 − 5 = 3
8 − 5 = 3	8 − 3 = 5	8 − 6 = 2	6 + 2 = 8	9 − 1 = 8	8 − 1 = 7	8 − 5 = 3	9 − 8 = 1
8 + 1 = 9	2 + 6 = 8						

0-20 POOR 21-26 FAIR 27-30 GOOD

PURPOSE: Motivated test on facts of 8 and 9. For detailed lesson plan, see Handbook B.
TEACHER: Who wants to be a TV star? Take the first one. (etc.) Color yellow all answers of 3, 5, 8.

1 + 7 = 8	2 + 6 = 8	3 + 5 = 8	7 + 1 = 8
8 − 7 = 1	8 − 1 = 7	8 − 6 = 2	6 + 2 = 8
3 + 5 = 8	8 + 1 = 9	8 − 2 = 6	9 − 1 = 8
8 − 5 = 3	9 − 1 = 8	8 − 5 = 3	8 − 3 = 5
1 + 8 = 9	5 + 3 = 8	9 − 8 = 1	8 − 3 = 5
1 + 8 = 9	8 + 1 = 9	8 − 3 = 5	9 − 8 = 1
5 + 3 = 8	9 − 8 = 1	8 − 5 = 3	9 − 1 = 8
9 − 8 = 1	9 − 1 = 8	9 − 8 = 1	9 − 1 = 8

PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Help Jack Frost paint the windows. How many can you paint with correct answers? Color green all answers of 1, 3, 8.

0-20 POOR 21-26 FAIR 27-30 GOOD

A

8 −3 = 5	8 −5 = 3	1 +8 = 9		
6 +2 = 8	8 −2 = 6	8 −6 = 2	3 +5 = 8	9 −1 = 8
8 −3 = 5	1 +8 = 9	9 −8 = 1	8 +1 = 9	8 −5 = 3
3 +5 = 8	9 −1 = 8	5 +3 = 8	9 −1 = 8	5 +3 = 8
9 −8 = 1	8 +1 = 9	8 −3 = 5	8 −5 = 3	9 −8 = 1

0-14	15-20	21-23
POOR	FAIR	GOOD

PURPOSE: Test on some facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Can you hit the bull's-eye in the target? When you have finished all the targets, color green all the targets with the answers of 1, 3, 5, 9

A

$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$ $\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$

seven and two are .....

$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$ $\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$

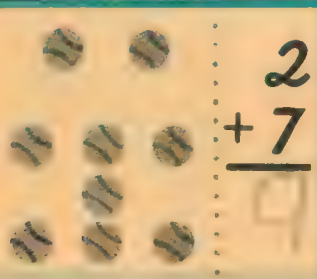
two and seven are .....

$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$ $\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$

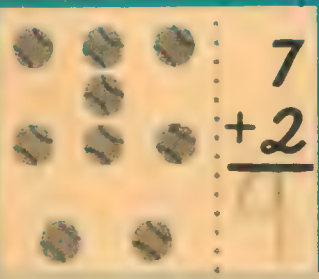
two from nine are .....

$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$ $\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$

seven from nine are .....

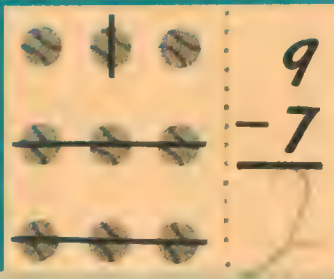


$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$



$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$

$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$



$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$

PURPOSE: Development of the 7 + 2 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first picture? How could you tell without counting? How many are playing? How many more are coming? Read the number story below the picture. Read the two on the right. (etc.)

0-10 POOR 11-13 FAIR 14-16 GOOD

1 + 8 = 9	7 + 2 = 9	8 − 2 = 6	2 + 7 = 9	6 + 2 = 8
2 + 7 = 9	9 − 8 = 1	2 + 7 = 9	8 − 6 = 2	5 + 3 = 8
9 − 8 = 1	1 + 8 = 9	9 − 1 = 8	5 + 3 = 8	9 − 2 = 7
8 + 1 = 9	2 + 7 = 9	8 + 1 = 9	8 − 3 = 5	3 + 5 = 8
9 − 7 = 2	8 − 5 = 3	9 − 2 = 7		
7 + 2 = 9	8 − 3 = 5	9 − 8 = 1	8 − 5 = 3	9 − 1 = 8
9 − 7 = 2	9 − 2 = 7	3 + 5 = 8		
8 − 3 = 5	7 + 2 = 9	9 − 1 = 8	9 − 7 = 2	8 − 5 = 3
9 − 7 = 2	9 − 2 = 7	9 − 7 = 2		
7 + 2 = 9	9 − 7 = 2	9 − 1 = 8	9 − 7 = 2	9 − 2 = 7
9 − 2 = 7	9 − 1 = 8	9 − 7 = 2		

0-33 POOR | 34-43 FAIR | 44-47 GOOD

PURPOSE: Speedy review of some facts of 8 and the newly developed 9's. For detailed lesson plan, see Handbook B.
TEACHER: Try to work these number stories as fast and as correctly as Jack. Color blue all answers of 2, 3, 7, 8.

A

7 + 1	8 + 1	3 + 5	7 + 2	1 + 7	2 + 7
+	+	+	+	+	+
9 − 2	9 − 8	8 − 1	8 − 7	9 − 7	8 − 5
8 − 3	9 − 7	8 − 7	8 − 6	9 − 8	9 − 7
−	−	−	−	−	−
−	−	−	−	−	−

PURPOSE: Diagnostic drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.
TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color orange all answers of 2, 7, 8.

0-24	25-31	32-36
POOR	FAIR	GOOD

A

2 +7	9 −2	8 +1	9 −2	8 +1	7 +2
7 +2	8 −3	5 +3	9 −8	5 +3	2 +7
2 +7	6 +2	9 −1	2 +6	3 +5	7 +2
1 +8	9 −1	8 −6	9 −7	9 −1	2 +7
9 −2	9 −7	3 +5	9 −8	8 −2	7 +2
1 +8	8 −5	9 −7	8 −3	9 −7	8 +1
9 −2	9 −7	9 −8	9 −7	8 −5	7 +2
7 +2	9 −2	8 −7	8 −1	9 −2	1 +8

POOR 34-43 FAIR 44-48 GOOD

PURPOSE: Test on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: How many are 7 keys and 2 keys? If there are 9 dogs and 2 run away, how many will be left? Who can say all the stories at the top? Who can say them faster? (etc.) Circle orange all examples that have 7 or 9 for answers.

A

HOP

1 +7 = 8

2 +6 = 8

9 −1 = 8

8 +1 = 9

9 −7 = 2

9 −8 = 1

HOP

7 +1 = 8

6 +2 = 8

1 +8 = 9

9 −1 = 8

8 −7 = 1

9 −8 = 1

HOP

5 +3 = 8

1 +8 = 9

7 +2 = 9

8 +1 = 9

8 −2 = 6

9 −2 = 7

HOP

9 −2 = 7

8 −3 = 5

8 −5 = 3

9 −7 = 2

9 −7 = 2

9 −2 = 7

HOP

7 +2 = 9

2 +7 = 9

2 +7 = 9

3 +5 = 8

8 −1 = 7

8 −6 = 2

PURPOSE: Further drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.
TEACHER: Who wants to win the hopping game? Try the first one. (etc.) Color green all the boxes that have answers of 8 or 9.

0-20 POOR | 21-26 FAIR | 27-30 GOOD

A

6 +2	8 −6	1 +8	8 −2	8 +1	8 −1
8 −5	1 +7	8 −3	9 −1	9 −8	3 +5
7 +1	9 −8	9 −1	9 −2	7 +2	9 −8
9 −2	9 −1	9 −7	7 +2	9 −7	2 +6
2 +7	9 −7	2 +7	9 −2	5 +3	8 −7

0-20 POOR | 21-26 FAIR | 27-30 GOOD

PURPOSE: Final test on the facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Did you ever see penguins in a zoo? How many can you catch? Try the first row. (etc.) Color green all penguins that have answers of 8 or 9.

six and three are .....

$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$ $\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$

three and six are .....

$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$ $\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$

three from nine are .....

$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$ $\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$

six from nine are .....

$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$ $\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$

$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$ $\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$ $\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$ $\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$

PURPOSE: Development of the 6 + 3 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many goats do you see in the first box? How many are playing? How many more are coming? Read the story about them. (etc.)

0-10 POOR 11-13 FAIR 14-16 GOOD

8 − 3	3 + 6	9 − 1	2 + 7	9 − 3	9 − 2	6 + 3	8 − 5
8 + 1	9 − 6	9 − 7	9 − 1	2 + 7	9 − 7	9 − 6	1 + 8
3 + 6	9 − 1	9 − 3	9 − 6	9 − 7	3 + 6	9 − 2	5 + 3
6 + 2	9 − 3	2 + 7	9 − 8	9 − 6	9 − 2	6 + 3	7 + 2
9 − 2	9 − 6	9 − 7	7 + 2	6 + 3	9 − 6	9 − 8	3 + 5
9 − 8	6 + 3	7 + 2	9 − 3	7 + 2	2 + 6	9 − 3	9 − 7

0-33 POOR | 34-43 FAIR | 44-48 GOOD

PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

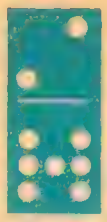
TEACHER: Who can fly a kite? If you get the correct answer, your kite will stay up. Try the first one. Color red all kites that have answers of 6, 7, 8, or 9.

(2)

6 + 3 = 9

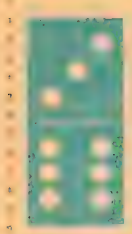
3 + 6 = 9

7 + 2 = 9


2 + 7 = 9

8 + 1 = 9

1 + 8 = 9

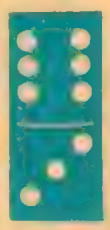

+ _ = 9

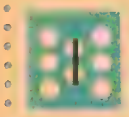
+ _ = 9

+ _ = 9

+ _ = 9

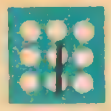
+ _ = 9


+ _ = 9

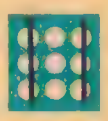

8 − 2 = 6

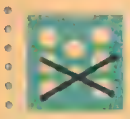
9 − 8 = 1

9 − 7 = 2


9 − 2 = 7

8 − 6 = 2


9 − 6 = 3


_ − _ = 5

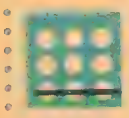
_ − _ = 5

_ − _ = 7

_ − _ = 3

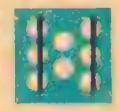
_ − _ = 5

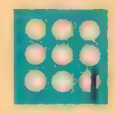
_ − _ = 3

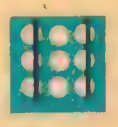

9 − _ = 6

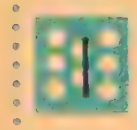
_ − _ = 8

_ − _ = 1


_ − _ = 2


_ − _ = 8

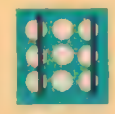

_ − _ = 3

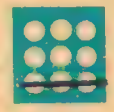

_ − _ = 6

_ − _ = 9

_ − _ = 9

_ − _ = 9


_ − _ = 6


_ − _ = 9

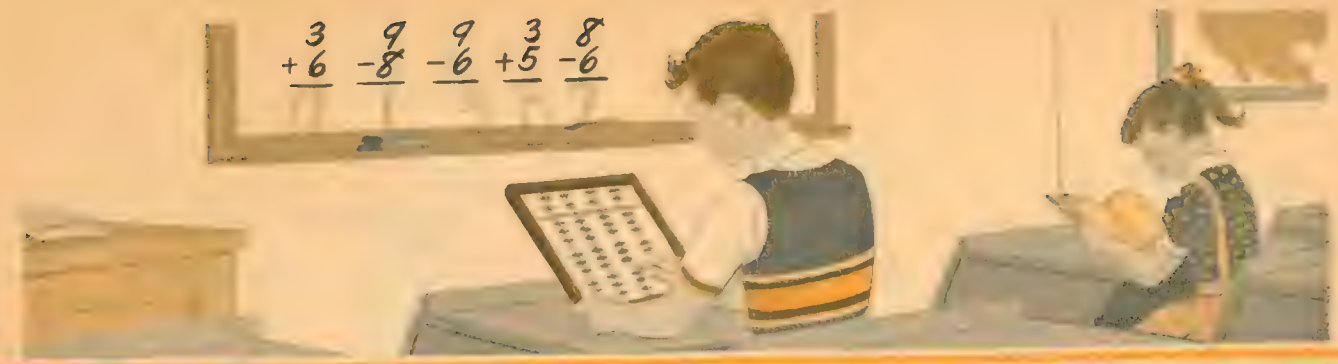
PURPOSE: Drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups). Color green all answers of 3, 6, 9.

0-24 POOR | 25-31 FAIR | 32-36 GOOD

0-30	31-37	38-45
POOR	FAIR	GOOD

PURPOSE: Test on facts of 9. For detailed lesson plan, see Handbook B.
TEACHER: Who wants to try to beat Jack to the top of the beanstalk? Begin at the bottom. (etc.) Color green all answers of 6, 8, 9.



3 +6	9 −8	9 −6	3 +5	8 −6	9 −6	8 −3	6 +3
9 −2	6 +3	9 −3	9 −8	8 −5	9 −1	9 −7	9 −6
9 −3	2 +7	9 −2	1 +8	6 +3	9 −6	9 −1	5 +3
2 +7	8 −2	3 +6	8 +1	9 −3	7 +2	1 +8	9 −8
9 −6	9 −7	9 −3	9 −2	7 +2	3 +6	9 −1	9 −7
6 +3	9 −7	9 −6	9 −8	9 −3	8 +1	9 −2	7 +2

PURPOSE: Drill on the recently developed unit and review of difficult facts. For detailed lesson plan, see Handbook B.
TEACHER: Help Jim work these number stories without counting. Color blue answers of 6, 7, 9.

0-33	34-43	44-48
POOR	FAIR	GOOD

A

8 −6	5 +3	9 −1	2 +3	5 −3	6 +2	1 +8	6 −5
7 −5	6 −2	7 +1	3 +6	2 +7	3 +4	8 −5	9 −7
9 −6	7 −3	2 +5	4 +2	7 −1	5 +1	7 −2	6 −4
8 −7	5 −2	2 +6	5 +2	1 +5	1 +7	3 +2	8 −3
6 −1	7 −4	4 +3	9 −3	7 +2	1 +6	9 −8	7 −6
3 +5	8 +1	9 −2	6 +3	2 +4	6 +1	8 −2	8 −1

0-33 POOR 34-43 FAIR 44-48 GOOD

PURPOSE: Review of facts of 5, 6, 7, 8, 9. For detailed lesson plan, see Handbook B.
TEACHER: Can you ski? How fast can you go? Be sure you are right. When you finish, you may color blue answers of 6, 7, 8, 9.

$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$

five and four are .....

$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$

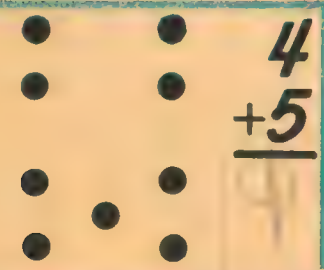
four and five are .....

$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$

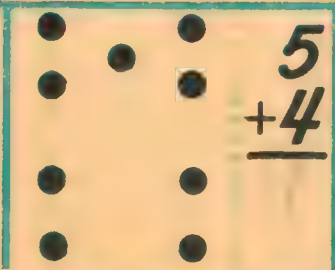
four from nine are .....

$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$

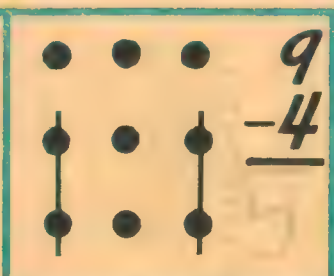
five from nine are .....



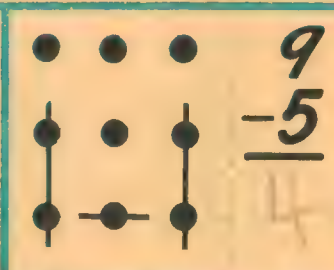
$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$



$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$



$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$



$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$

PURPOSE: Development of the 5 + 4 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many toward the beginning of the parade? How many are coming at the end? Read the story about them. (etc.)

A

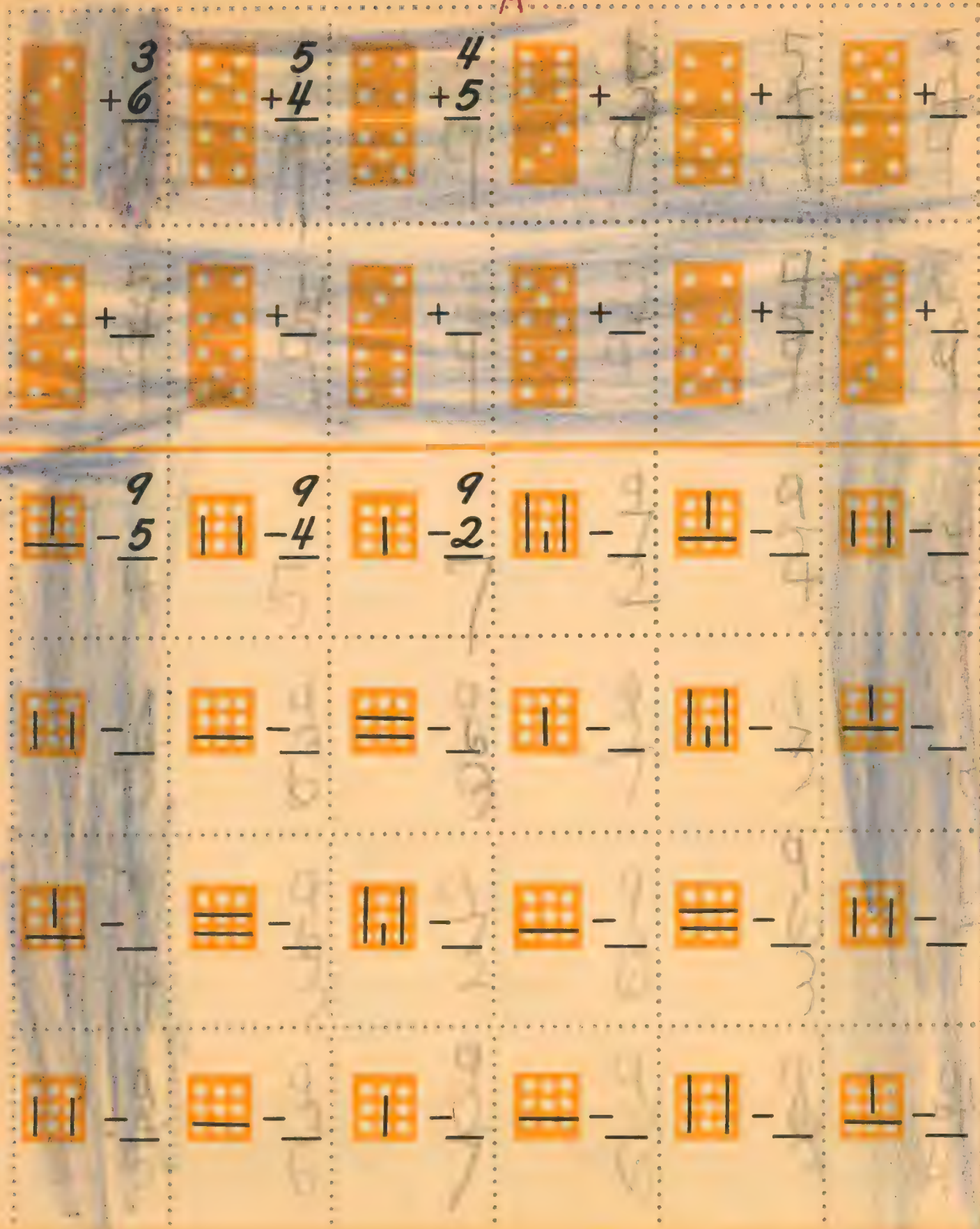
9 − 1 = 8	5 + 4 = 9	3 + 6 = 9	4 + 5 = 9
9 − 5 = 4	9 − 2 = 7	9 − 4 = 5	7 + 2 = 9
9 − 8 = 1	9 − 3 = 6	8 − 3 = 5	9 − 4 = 5
9 − 5 = 4	9 − 6 = 3	9 − 8 = 1	
9 − 7 = 2	9 − 6 = 3	9 − 5 = 4	9 − 3 = 6
8 − 5 = 3	9 − 2 = 7	4 + 5 = 9	
3 + 6 = 9	9 − 4 = 5	9 − 5 = 4	9 − 4 = 5
9 − 6 = 3	9 − 3 = 6	9 − 7 = 2	
2 + 7 = 9	6 + 3 = 9	4 + 5 = 9	5 + 4 = 9
6 + 3 = 9	5 + 4 = 9	9 − 1 = 8	

0-24 POOR 25-31 FAIR 32-36 GOOD

PURPOSE: Drill on the 5 + 4 unit and difficult facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: See whether you can spin the hoop without dropping it. You will be the best spinner if you have all the number stories correct. Color green all answers of 1, 2, 8, 9.

A



PURPOSE: Diagnostic drill on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color blue all answers of 4, 5, 9.

0-24 POOR | 25-31 FAIR | 32-36 GOOD

A

4 + 5 =	3 + 6 =	8 + 1 =	5 + 4 =	2 + 7 =	4 + 5 =
5 + 4 =	9 − 1 =	9 − 5 =	9 − 2 =	9 − 7 =	5 + 4 =
3 + 6 =	9 − 4 =	9 − 3 =	9 − 5 =	9 − 6 =	3 + 6 =
1 + 8 =	9 − 8 =	9 − 6 =	9 − 3 =	9 − 5 =	4 + 5 =
7 + 2 =	9 − 6 =	9 − 3 =	9 − 4 =	9 − 2 =	5 + 4 =
6 + 3 =	9 − 5 =	9 − 4 =	9 − 7 =	9 − 4 =	4 + 5 =
2 + 7 =	9 − 6 =	9 − 3 =	9 − 5 =	9 − 4 =	6 + 3 =
6 + 3 =	7 + 2 =	4 + 5 =	3 + 6 =	6 + 3 =	5 + 4 =

0-33	34-43	44-48
POOR	FAIR	GOOD

PURPOSE: Test on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: How many are 5 Indians and 4 Indians? 6 tepees and 3 tepees are how many? Who can say all the stories in the top row? Who can do them faster? Color blue all answers of 9.

A

5 + 3	9 − 4	9 − 3	3 + 5	6 + 3	2 + 7
9 − 2	3 + 6	8 − 3	9 − 6	5 + 4	9 − 3
9 − 1	9 − 4	9 − 5	6 + 3	9 − 7	8 − 5
9 − 6	9 − 2	4 + 5	9 − 8	5 + 4	1 + 8
9 − 4	8 + 1	9 − 5	9 − 3	9 − 4	3 + 6
7 + 2	9 − 5	9 − 7	9 − 5	9 − 6	4 + 5

LUCKY

PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Try to be the lucky winner. Write all the answers first. Then look for the row that has all the answers alike. That's the lucky row. Color it yellow.

0-24 POOR | 25-31 FAIR | 32-36 GOOD

B

8 +1	1 +8	8 +1			
9 −1	9 −8	7 +2			
9 −8	9 −7	9 −3	9 −5	9 −7	2 +7
9 −2	9 −3	9 −5	9 −4	9 −6	5 +4
9 −4	9 −6	9 −4	9 −2	9 −5	3 +6
6 +3	4 +5	6 +3	5 +4	3 +6	4 +5

0-20	21-26	27-30
POOR	FAIR	GOOD

PURPOSE: Final test on facts of 9. For detailed lesson plan, see Handbook B.
TEACHER: Help the Eskimos make their igloos. Who will try to build the first one? (etc.) Color yellow all answers of 9.

PURPOSE: Development of the concept of ten. For detailed pre-book development, see Handbook B.

TEACHER: Let's count the children in the rhythm band. How could we do it without counting? How many boys are there? girls? How many are sitting? standing? How many have braids? (etc.) Color green the little boxes that have ten in the picture.

0-3 POOR 4-5 FAIR 6 GOOD

B

TEN

10

0-4 POOR | 5-7 FAIR | 8-9 GOOD

PURPOSE: Concept of ten through semi-concrete forms. For detailed lesson plan, see Handbook B.

TEACHER: How many children are getting off the bus? How can you tell without counting? How many boys? girls? How many stars do you see in the first box? How can you tell without counting? Color groups of ten green.

B

10 10
10 10

ten	ten	ten	ten	ten	ten	ten	ten
10	10	10	10	10	10	10	10
ten	two	eight	ten	five	three	nine	four
five	one	nine	four	seven	three	six	nine
ten	two	eight	one	five	ten	nine	four
seven	three	six	nine	five	three	nine	four

PURPOSE: Writing number 10 and associating it with the number name. For detailed pre-book development, see Handbook B.
TEACHER: How many children are at this birthday party? How could we tell without counting? How many girls? boys? Trace the figure 10 on the right. Begin with the arrow and say, "Down, around, ten. Down, around, ten." (etc.)

0-23 POOR | 24-29 FAIR | 30-32 GOOD

B

1	2	3	4	5	6	7	8	9	10
1	2		4	5		7		9	
1		3		5	6		8	9	
	2		4		6	7			10
		3	4	5		7	8		10
1			4		6		8	9	
	2	3		5		7		9	
1		3	4		6		8		
						7	8		10
	2			5	6				
	2							9	
		3					8		
1									10

0-11 POOR | 12-15 FAIR | 16-18 GOOD

PURPOSE: Serial placement of numbers 1 through 10. For detailed lesson plan, see Handbook B.
TEACHER: Read the first row together as you touch each number. Read the second row. What numbers are missing? (etc.)

A

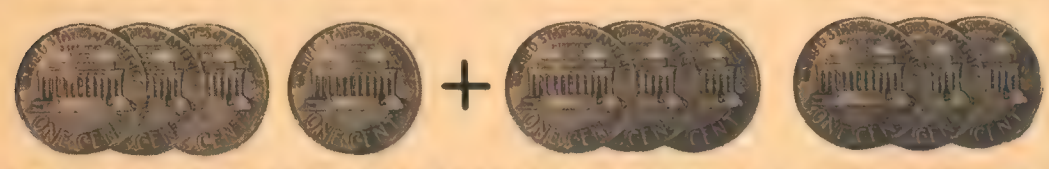
9+1=10

8+2=10

7+3=10

6+4=10

5+5=10



4+6=10

3+7=10

2+8=10

1+9=10

PURPOSE: Discovery of addition relationships. For detailed lesson plan, see Handbook B.
TEACHER: How many cents do you see in the first row? on the left? on the right? altogether? (etc.)

0-4 POOR | 5-7 FAIR | 8-9 GOOD

A

4 from 10 are .....

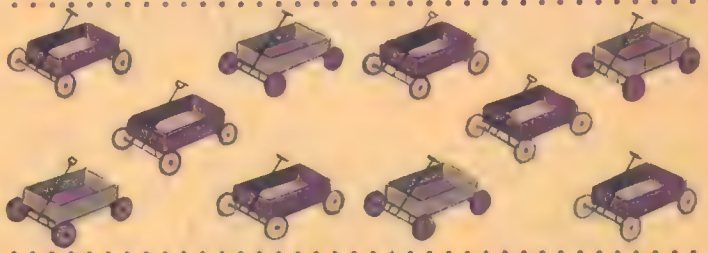
6 from 10 are .....

1 from 10 are .....

9 from 10 are .....

5 from 10 are .....

5 from 10 are .....

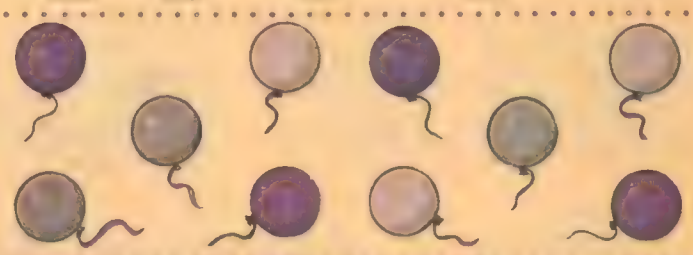


2 from 10 are .....

8 from 10 are .....

3 from 10 are .....

7 from 10 are .....

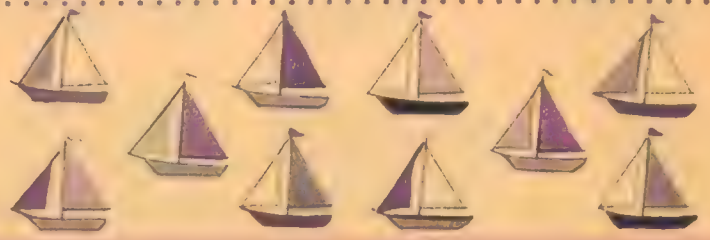


6 from 10 are .....

4 from 10 are .....

3 from 10 are .....

7 from 10 are .....



0-8 POOR 9-12 FAIR 13-14 GOOD

PURPOSE: Discovery of subtraction relationships. For detailed lesson plan, see Handbook B.

TEACHER: Read the first story. How do you show that you take 4 from 10? (Cross out 4.) Cover four. How many are left without counting? What are 4 from 10? (etc.)

B

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

five and five are .....

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

five from ten are .....

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

PURPOSE: Development of the 5 + 5 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first picture? How could you tell without counting? How many girls? boys? Read the story below the picture. Read the number stories on the right. (etc.)

0-7 POOR | 8-10 FAIR | 11-12 GOOD

A

5 +5	9 −4	10 −5
9 −5	9 −4	9 −5
3 +6	4 +5	9 −3
5 +4	9 −6	5 +4
4 +5	10 −5	9 −5
5 +5	10 −5	6 +3
9 −6	9 −5	9 −4
10 −5	9 −4	9 −3
3 +6	4 +5	9 −3
6 +3	9 −6	5 +4

0-20 POOR 21-26 FAIR 27-30 GOOD

PURPOSE: Drill on the 5 + 5 unit and review of the difficult facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Can you twirl the plate without missing? Try to be the champion by writing all the correct answers. Color orange all answers of 3, 6, 9.

A

9 − 1	9 − 7	9 − 5	4 + 5	9 − 3	9 − 4	9 − 5	9 − 2
9 − 6	9 − 4	5 + 4	7 + 2	3 + 6	5 + 4	9 − 7	9 − 8
2 + 7	9 − 3	7 + 2	9 − 1	9 − 6	4 + 5	9 − 3	5 + 4
8 + 1	4 + 5	6 + 3	9 − 5	9 − 4	2 + 7	4 + 5	6 + 3
9 − 2	9 − 6	5 + 4	1 + 8	9 − 3	3 + 6	9 − 5	9 − 7
9 − 8	9 − 4	9 − 5	6 + 3	7 + 2	9 − 6	9 − 2	9 − 4

PURPOSE: Motivated drill on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Did you ever play in the rain? How many ducks can you catch? Try the top row. (etc.) Color yellow all the boxes that have answers of 6 or 9.

0-33 POOR | 34-43 FAIR | 44-48 GOOD

B

0-20 POOR | 21-25 FAIR | 26-28 GOOD

PURPOSE: Diagnostic test on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Who will help the bunny to color his eggs? Try the top row. Say the lower number first. (etc.) Color yellow only those eggs that have 9 for an answer.

A

nine and one are .....

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

one and nine are .....

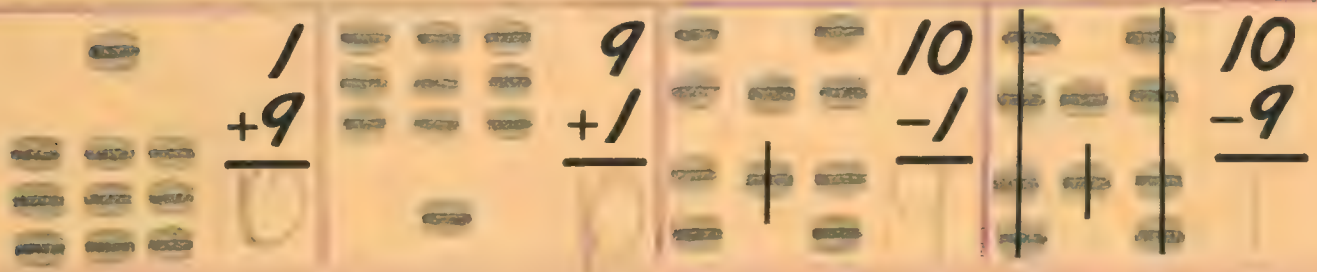
$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

one from ten are .....

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

nine from ten are .....

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

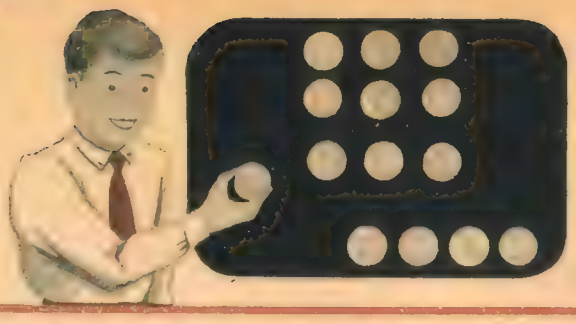


$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

PURPOSE: Development of the 9 + 1 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many are at the counter? How many more are coming? Read the story about them. (etc.)

0-10	11-13	14-16
POOR	FAIR	GOOD

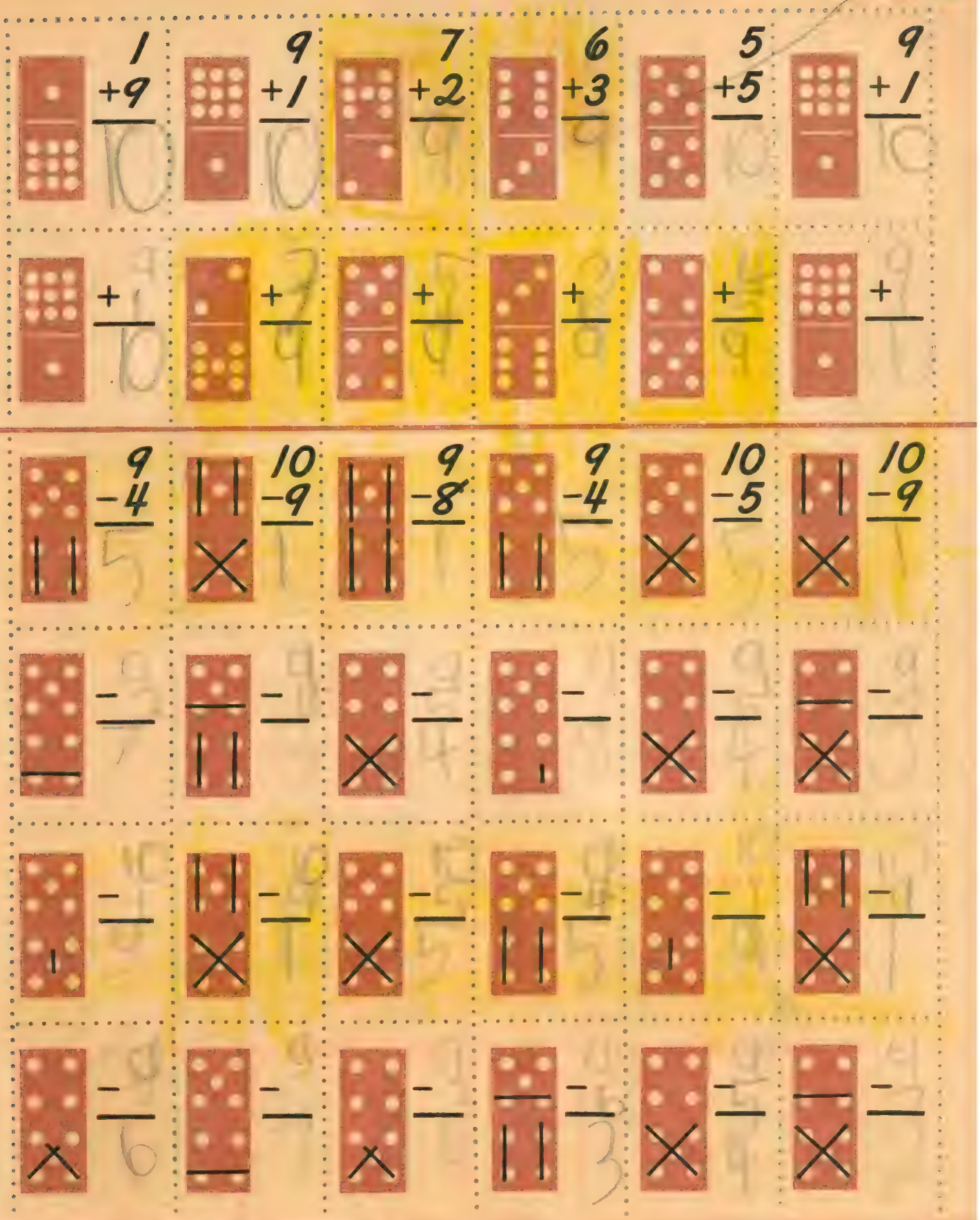


1 + 9 =	5 + 4 =	9 − 1 =	9 − 7 =	9 − 3 =	9 − 5 =	10 − 1 =	2 + 7 =
10 − 1 =	7 + 2 =	1 + 9 =	9 − 4 =	10 − 5 =	8 + 1 =	9 + 1 =	3 + 6 =
9 − 6 =	10 − 9 =	9 − 5 =	10 − 1 =	1 + 9 =	9 − 2 =	9 − 4 =	10 − 9 =
9 − 7 =	9 − 4 =	10 − 9 =	4 + 5 =	9 + 1 =	9 − 3 =	10 − 9 =	9 − 8 =
10 − 1 =	5 + 5 =	9 + 1 =	9 − 8 =	9 − 1 =	4 + 5 =	1 + 9 =	6 + 3 =
9 + 1 =	5 + 4 =	9 − 2 =	9 − 6 =	10 − 9 =	9 − 5 =	1 + 8 =	10 − 1 =

0-33	34-43	44-48
POOR	FAIR	GOOD

PURPOSE: Drill on the 9 + 1 unit and other difficult facts. For detailed lesson plan, see Handbook B.

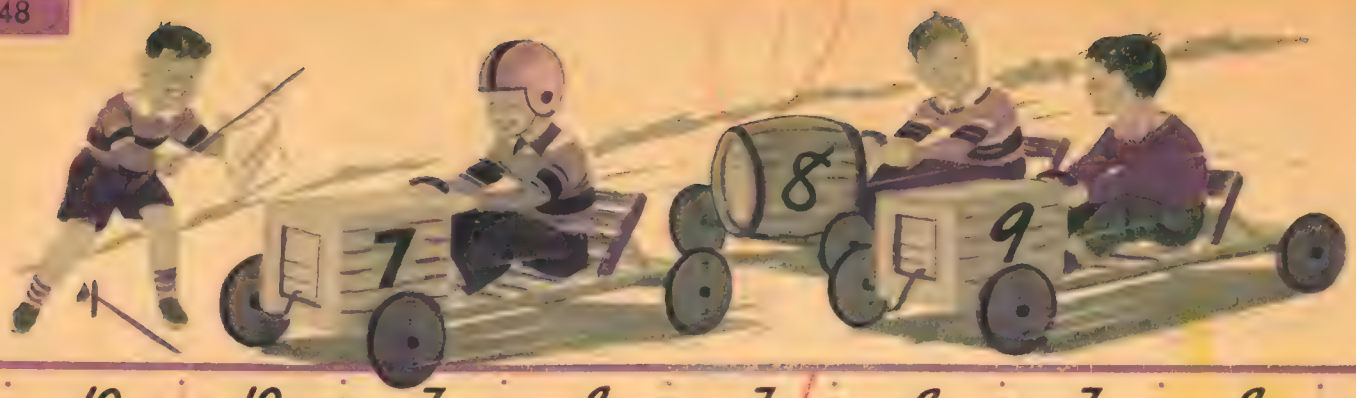
TEACHER: Help Jack work the magnetic discs. Don't let him miss one number story. Color green all answers of 9 and 10.



PURPOSE: Diagnostic test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color yellow all answers of 1, 5, 9.

0-24	25-31	32-36
POOR	FAIR	GOOD



10 − 5 = 5	10 − 9 = 1	7 − 1 = 6	9 − 4 = 5	7 − 6 = 1	9 − 5 = 4	7 − 2 = 5	9 − 2 = 7
9 − 7 = 2	7 − 4 = 3	9 − 6 = 3	7 − 3 = 4	7 − 5 = 2	8 − 3 = 5	5 + 2 = 7	8 − 1 = 7
8 − 2 = 6	9 − 3 = 6	8 − 6 = 2	8 − 5 = 3	1 + 9 = 10	1 + 6 = 7	3 + 4 = 7	2 + 5 = 7
8 − 4 = 4	8 − 7 = 1	9 + 1 = 10	10 − 1 = 9	4 + 3 = 7	9 − 1 = 8	4 + 4 = 8	1 + 7 = 8
9 − 8 = 1	5 + 5 = 10	7 + 1 = 8	6 + 1 = 7	5 + 3 = 8	4 + 5 = 9	3 + 6 = 9	2 + 7 = 9
2 + 6 = 8	3 + 5 = 8	5 + 4 = 9	1 + 8 = 9	6 + 3 = 9	6 + 2 = 8	7 + 2 = 9	8 + 1 = 9

0-33 POOR 34-43 FAIR 44-48 GOOD

PURPOSE: Review of facts through 7, 8, 9, and some 10's. For detailed lesson plan see Handbook B.
TEACHER: Which car will win? Help the boys run them. When finished, color yellow all boxes with answers of 7, 8, 9.

9 + 1 = ...

5 + 4 = ... 9 − 8 = ... 4 + 5 = ... 10 − 9 = ...

1 + 8 = ... 9 − 3 = ... 10 − 1 = ... 1 + 9 = ...

3 + 6 = ... 9 − 7 = ... 2 + 7 = ... 9 − 2 = ...

7 + 2 = ... 9 − 5 = ... 10 − 1 = ... 10 − 9 = ...

8 + 1 = ... 9 − 4 = ... 6 + 3 = ... 9 − 6 = ...

PURPOSE: Motivated test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: Help David lasso the cattle. See how many you can catch without missing. Then draw a yellow lasso around the neck of every calf that has an answer of 9.

0-15 POOR 16-18 FAIR 19-21 GOOD

9 − 4 = 5
9 − 5 = 4
9 − 3 = 6
10 − 9 = 1
9 − 6 = 3
10 − 9 = 1
10 − 5 = 5
9 − 5 = 4
10 − 9 = 1
10 − 5 = 5
9 − 4 = 5
9 − 4 = 5
5 + 5 = 10
4 + 5 = 9
9 + 1 = 10
1 + 9 = 10
1 + 9 = 10
10 − 1 = 9
5 + 4 = 9
10 − 1 = 9
9 − 5 = 4
10 − 9 = 1
1 + 9 = 10
5 + 4 = 9
10 − 1 = 9
5 + 5 = 10
10 − 1 = 9
9 + 1 = 10
4 + 5 = 9
9 + 1 = 10

0-20	21-26	27-30
POOR	FAIR	GOOD

PURPOSE: Final test on facts of 9 and 10. For detailed lesson plan, see Handbook B.
TEACHER: What do you see at the top? Who wants to try one of the movie stars? Color yellow all answers of 9 or 10.

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

eight and two are .....

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

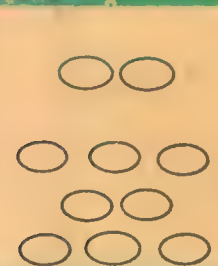
two and eight are .....

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

two from ten are .....

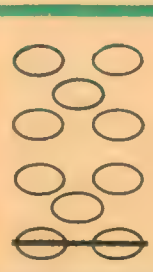
$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

eight from ten are .....

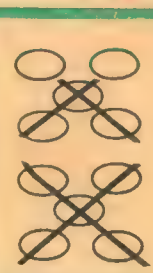


$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$



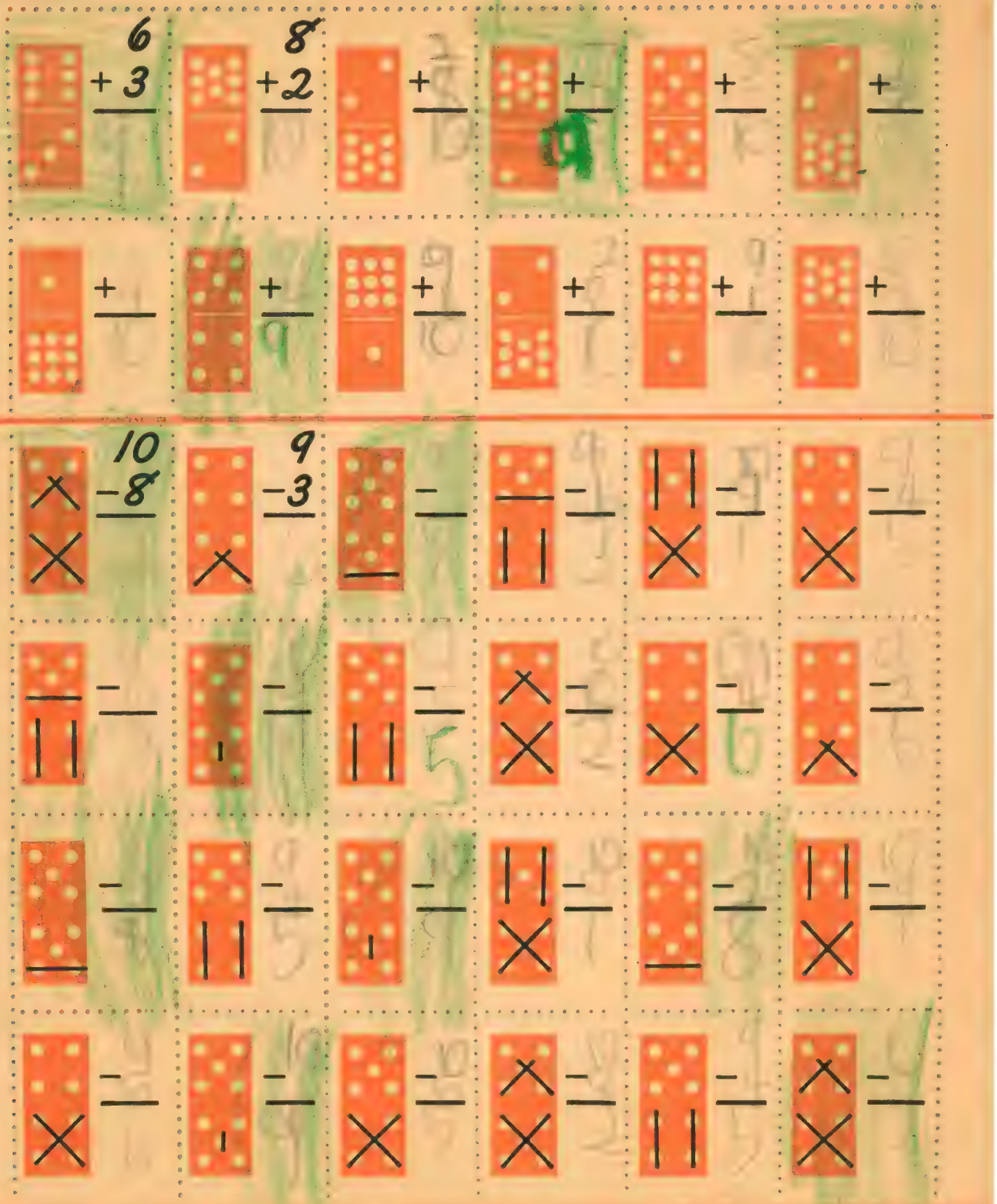
$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

PURPOSE: Development of the 8 + 2 unit. For detailed pre-book development, see Handbook B.
TEACHER: How many hens do you see in the first box? How many are there? How many more are coming? Read the story about them. (etc.)

0-10 POOR 11-13 FAIR 14-16 GOOD



0-24 POOR | 25-31 FAIR | 32-36 GOOD

PURPOSE: Remedial drill on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots are on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color green all answers of 2, 8 and 9.

2 + 8 = 10	1 + 9 = 10	8 + 2 = 10	9 + 1 = 10
10 − 1 = 9	2 + 8 = 10	10 − 9 = 1	8 + 2 = 10
10 − 2 = 8	10 − 8 = 2	10 − 2 = 8	9 − 4 = 5	10 − 8 = 2	10 − 2 = 8
10 − 8 = 2	10 − 2 = 8	10 − 8 = 2	10 − 2 = 8	9 − 5 = 4	10 − 8 = 2
8 + 2 = 10	10 − 9 = 1	9 + 1 = 10	10 − 1 = 9	2 + 8 = 10	1 + 9 = 10
10 − 1 = 9	8 + 2 = 10	2 + 8 = 10	10 − 9 = 1	10 − 1 = 9	10 − 9 = 1

PURPOSE: Drill on the 8 + 2 unit and review of other difficult facts. For detailed lesson plan, see Handbook B.

TEACHER: Ann is using her time to test herself on this page. See whether you can have more correct than she. Color yellow answers of 1, 9, 10.

0-23	24-29	30-32
POOR	FAIR	GOOD

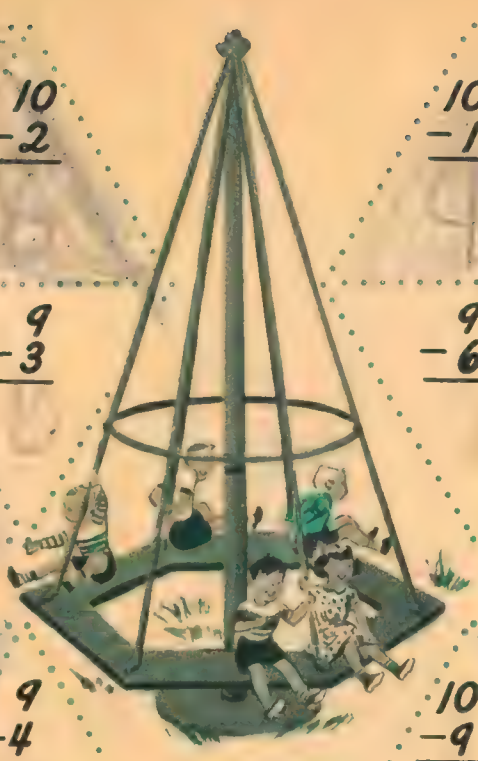
9 − 2 =	10 − 8 =	9 − 3 =	10 − 9 =	10 − 2 =	10 − 8 =
9 − 3 =	9 − 7 =	10 − 5 =	10 − 8 =	10 − 1 =	9 − 8 =
9 − 4 =	10 − 8 =	9 − 6 =	10 − 9 =	10 − 2 =	10 − 8 =
9 − 6 =	10 − 9 =	9 − 5 =	10 − 8 =	10 − 1 =	10 − 8 =
10 − 5 =	10 − 8 =	9 − 1 =	10 − 9 =	9 − 4 =	10 − 9 =
10 − 1 =	10 − 9 =	9 − 5 =	10 − 8 =	10 − 2 =	10 − 8 =
10 − 2 =	10 − 8 =	10 − 2 =	10 − 9 =	10 − 1 =	10 − 8 =

0-27 POOR 28-34 FAIR 35-42 GOOD

PURPOSE: Test on difficult subtraction facts. For detailed lesson plan, see Handbook B

TEACHER: 2 sodas from 9 sodas are how many sodas? 8 top hats from 10 top hats are how many top hats? Who can say all the stories in the top row? (etc.) Color yellow all answers of 1 or 2.

C



2 + 8	5 + 4	10 − 2
1 + 9	10 − 8	9 − 3
10 − 1	5 + 4	8 + 2
9 − 6	10 − 2	10 − 8
10 − 1	9 + 1	9 − 4
2 + 8	10 − 2	10 − 9
10 − 9	8 + 2	1 + 9
9 − 4	10 − 2	2 + 8
10 − 1	10 − 8	9 − 5
10 − 8	8 + 2	10 − 9
9 − 5	9 + 1	10 − 1
10 − 9	10 − 2	10 − 8

PURPOSE: Motivated drill on difficult facts. For detailed lesson plan, see Handbook B.

TEACHER: Who wants a ride on the merry-go-round? Try one of the blocks. (etc.) When all the answers are written, you are to color blue all the boxes that have 2, 8, 9, 10 for an answer.

0-24 POOR | 25-31 FAIR | 32-36 GOOD

C

0-24	25-31	32-36
POOR	FAIR	GOOD

PURPOSE: Final test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: Who can roll the hoop longest? Begin with the top hoop and go all the way round. (etc.) You may color blue all parts of the hoops that have 9 or 10 for an answer.

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

seven and three are .....

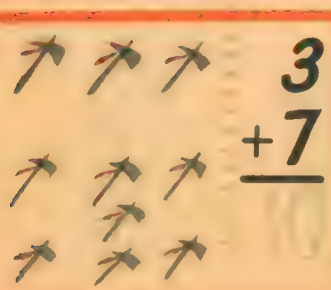
three and seven are .....

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

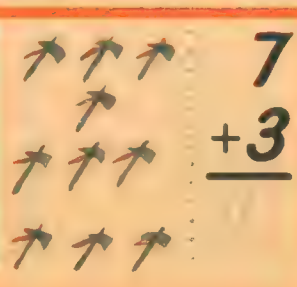
three from ten are .....

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

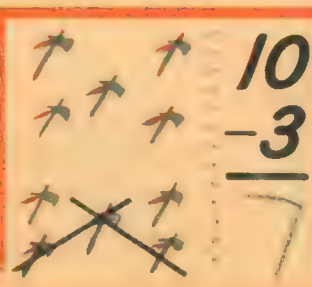
seven from ten are .....



$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

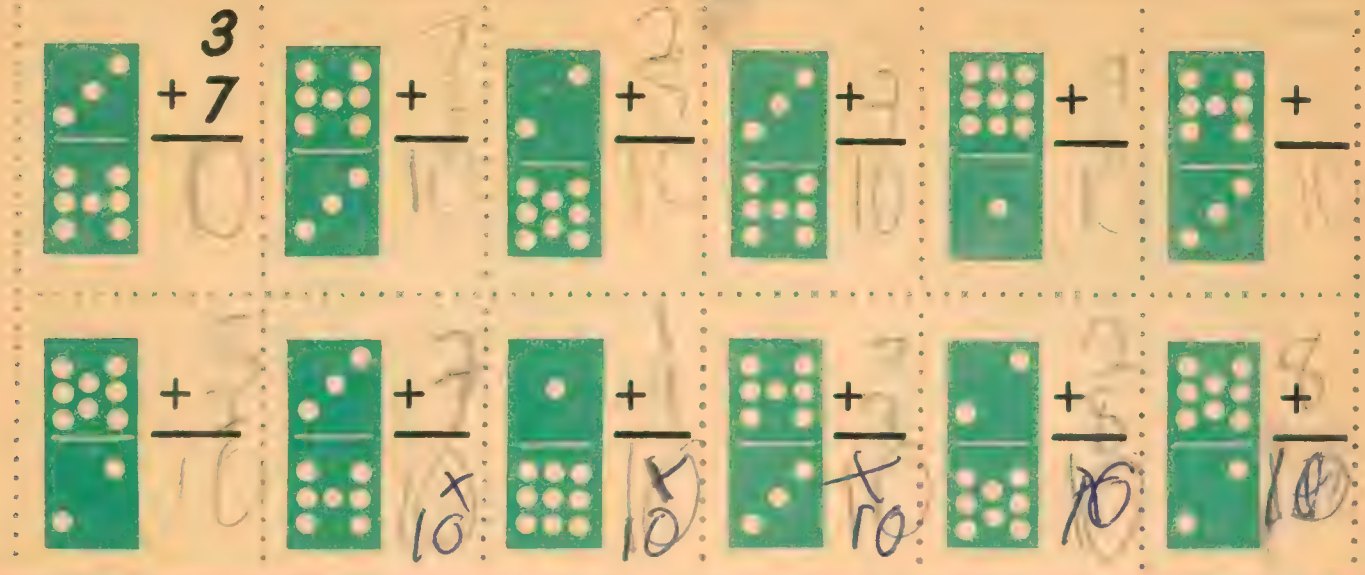
$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

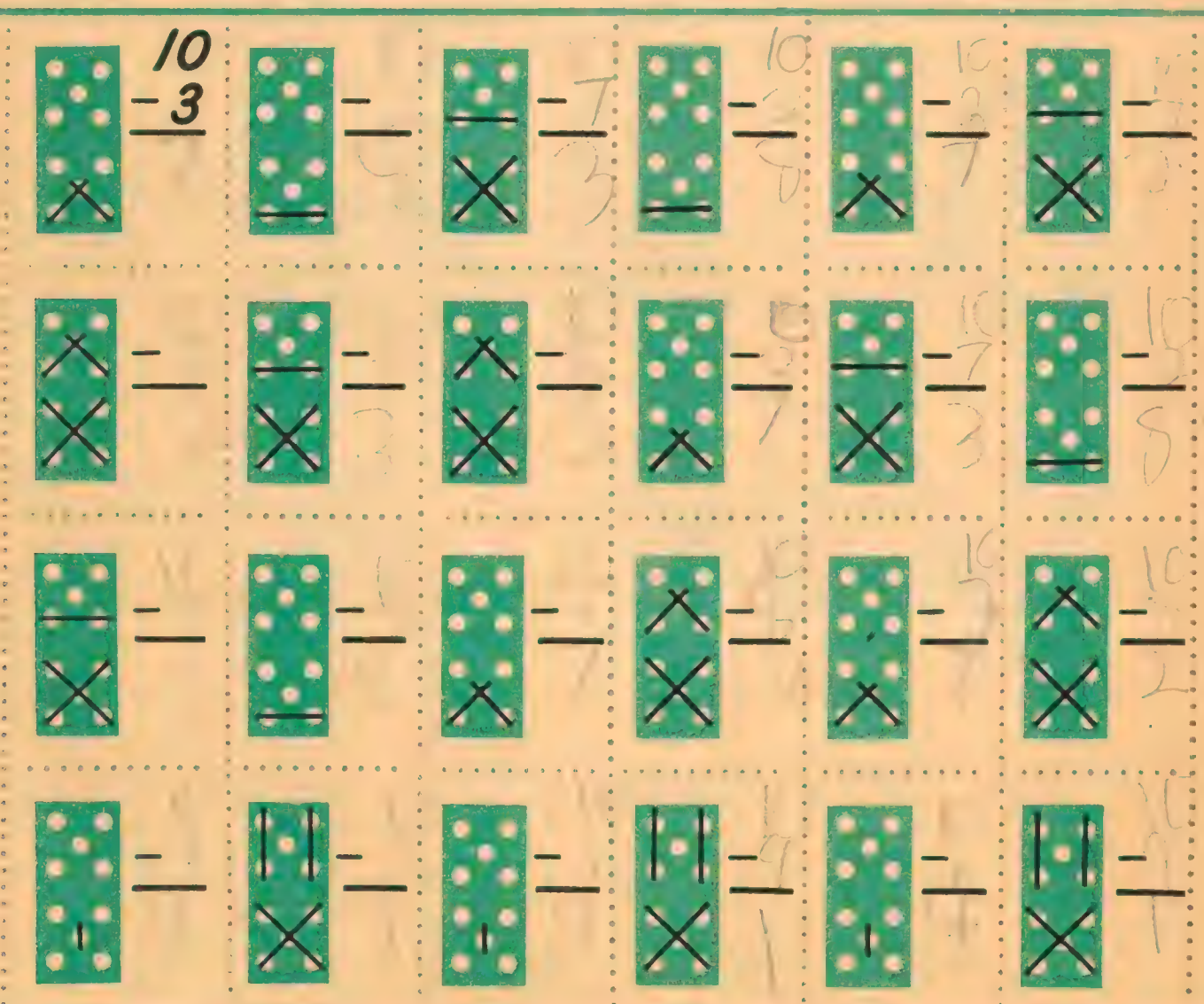
PURPOSE: Development of the 7 + 3 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many Indians do you see in the first box? How many on the left side? How many are dancing toward them? Read the story about them. (etc.)

0-10 POOR | 11-13 FAIR | 14-16 GOOD

D





0-24 POOR 25-31 FAIR 32-36 GOOD

PURPOSE: Remedial drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color orange all answers of 1, 9, 10.

8 + 2	7 + 3	10 − 2	10 − 8
7 + 3	10 − 8	3 + 7	10 − 2
10 − 3	10 − 7	10 − 3	10 − 7
10 − 7	10 − 3	10 − 7	10 − 3
10 − 7	10 − 3	10 − 7	10 − 3
7 + 3	2 + 8	10 − 2	3 + 7
8 + 2	10 − 8	10 − 2	7 + 3
2 + 8	7 + 3	10 − 8	7 + 3

PURPOSE: Drill on the 7 + 3 unit and a review of the facts of the 8 + 2 unit. For detailed lesson plan, see Handbook B.

TEACHER: Can you play the tom-tom as well as the Indian boy? Write all the answers. Then color yellow all answers of 2, 8, 10.

0-23	24-29	30-32
POOR	FAIR	GOOD

B

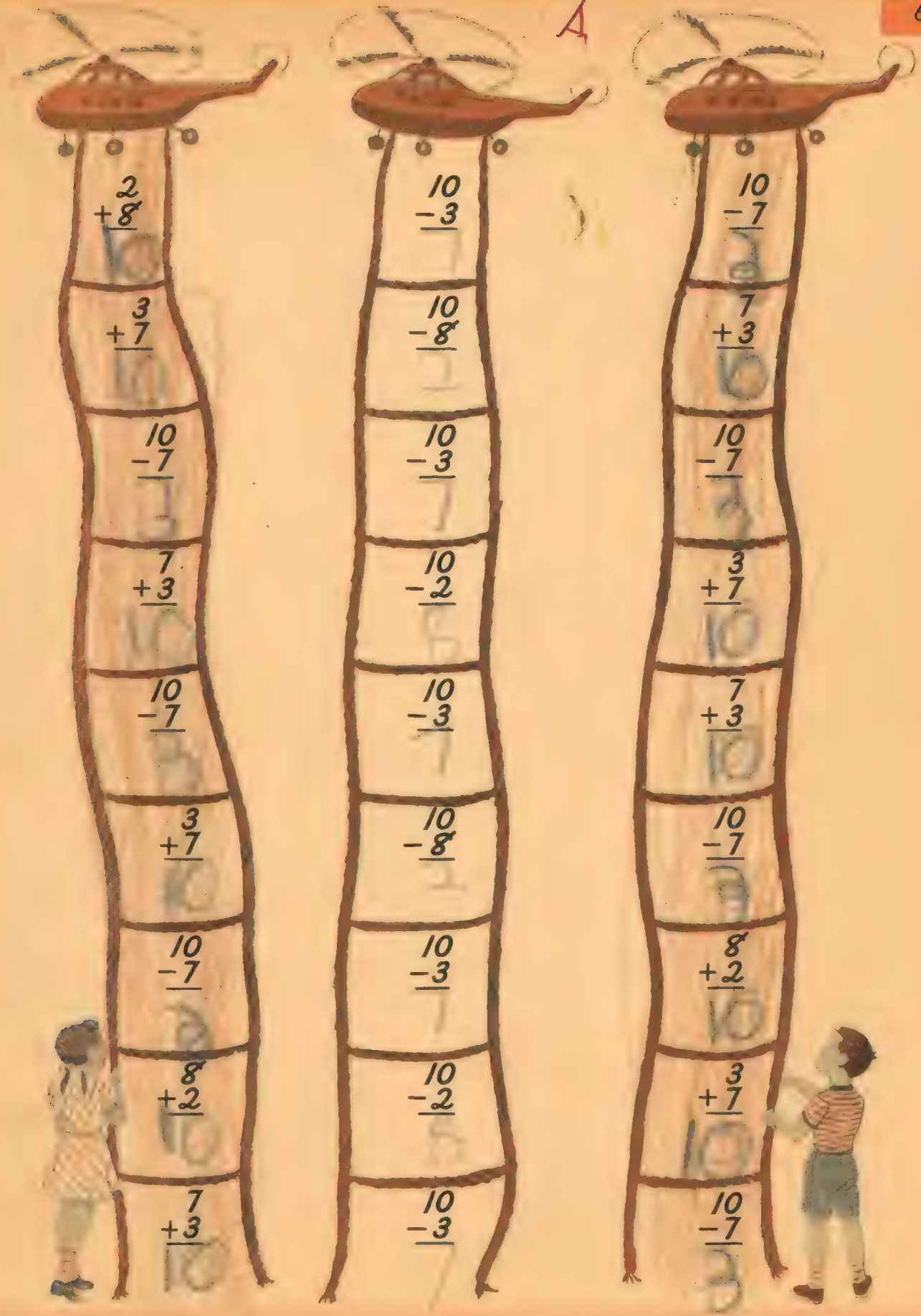
3 + 7 =	8 + 2 =	1 + 9 =	2 + 8 =	7 + 3 =	9 + 1 =
10 − 7 =	10 − 1 =	10 − 8 =	10 − 3 =	10 − 2 =	10 − 7 =
8 + 2 =	7 + 3 =	1 + 9 =	2 + 8 =	3 + 7 =	7 + 3 =
10 − 8 =	10 − 9 =	10 − 2 =	10 − 7 =	10 − 8 =	10 − 3 =
7 + 3 =	2 + 8 =	3 + 7 =	9 + 1 =	3 + 7 =	8 + 2 =
10 − 2 =	10 − 3 =	10 − 9 =	10 − 8 =	10 − 3 =	10 − 7 =
3 + 7 =	8 + 2 =	7 + 3 =	2 + 8 =	3 + 7 =	7 + 3 =
10 − 2 =	10 − 7 =	10 − 3 =	10 − 7 =	10 − 3 =	10 − 2 =

0-33 POOR | 34-43 FAIR | 44-48 GOOD

PURPOSE: Test on dissociated facts. For detailed lesson plan, see Handbook B.

TEACHER: How many are 7 kites and 3 kites? 2 pin wheels and 8 pin wheels are how many pin wheels? Who can say all the stories in the top row? (etc.) Color yellow all answers of 10.

A

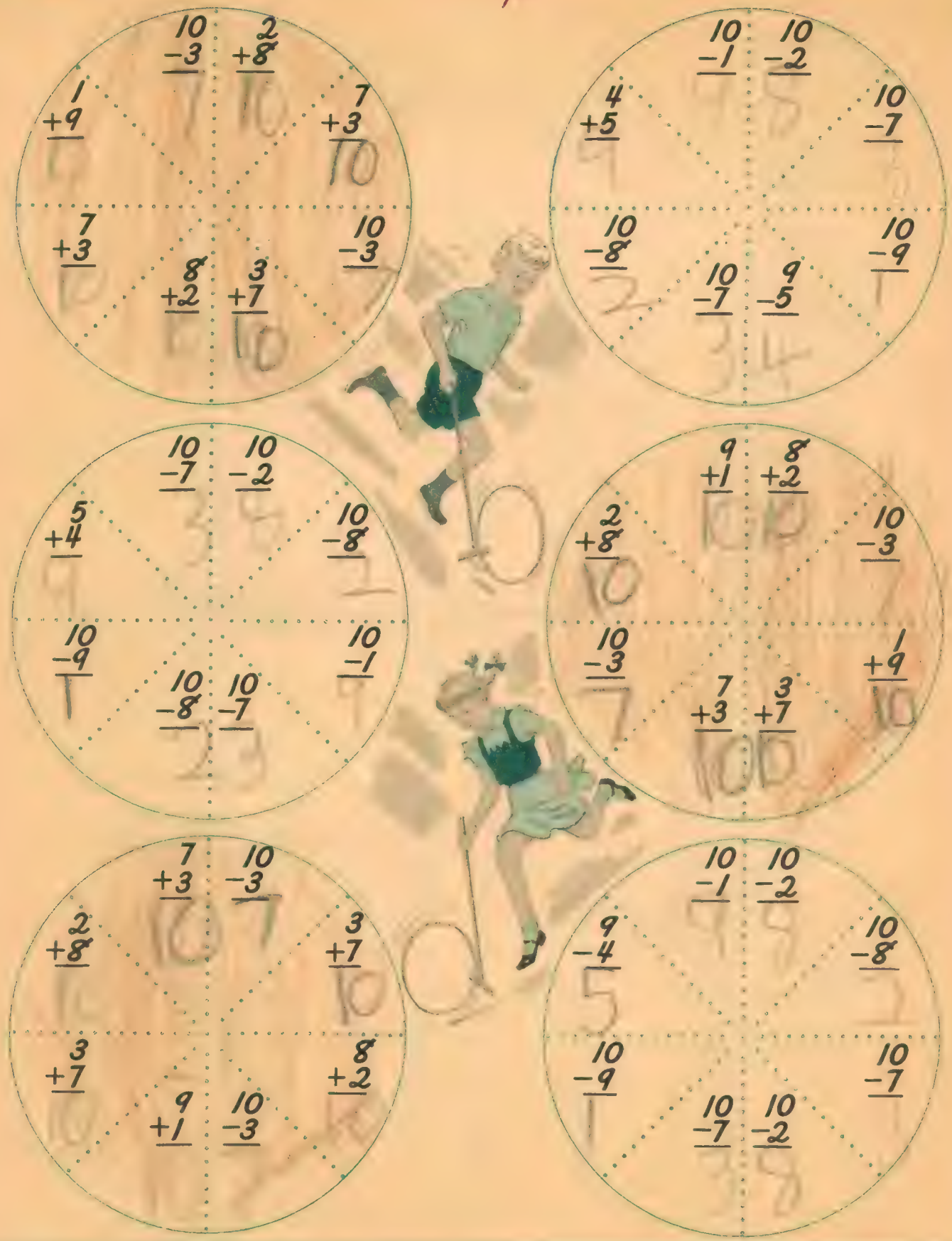


PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Who will be the first to get a helicopter ride? Who can go up and down without a mistake? (etc.) Color brown answers of 10 or 3.

0-19 POOR | 20-25 FAIR | 26-27 GOOD

A



PURPOSE: Test on some 9's and 10's. For detailed lesson plan, see Handbook B.
TEACHER: Who can help make the hoops go around? Start with the first one. Color brown all answers of 7 or 10.

A

4 + 6 = 10 6 + 4 = 10

six and four are ..10..

6 + 4 = 10 4 + 6 = 10

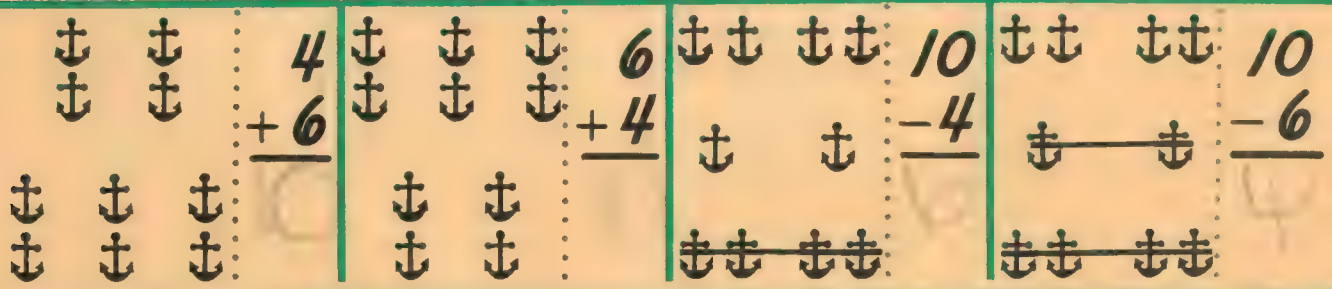
four and six are ..10..

10 − 4 = 6 10 − 6 = 4

four from ten are .....

10 − 6 = 4 10 − 4 = 6

six from ten are .....



PURPOSE: Development of the 6 + 4 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many are on deck? How many more are coming? Read the story about them. (etc.)

0-10 POOR 11-13 FAIR 14-16 GOOD

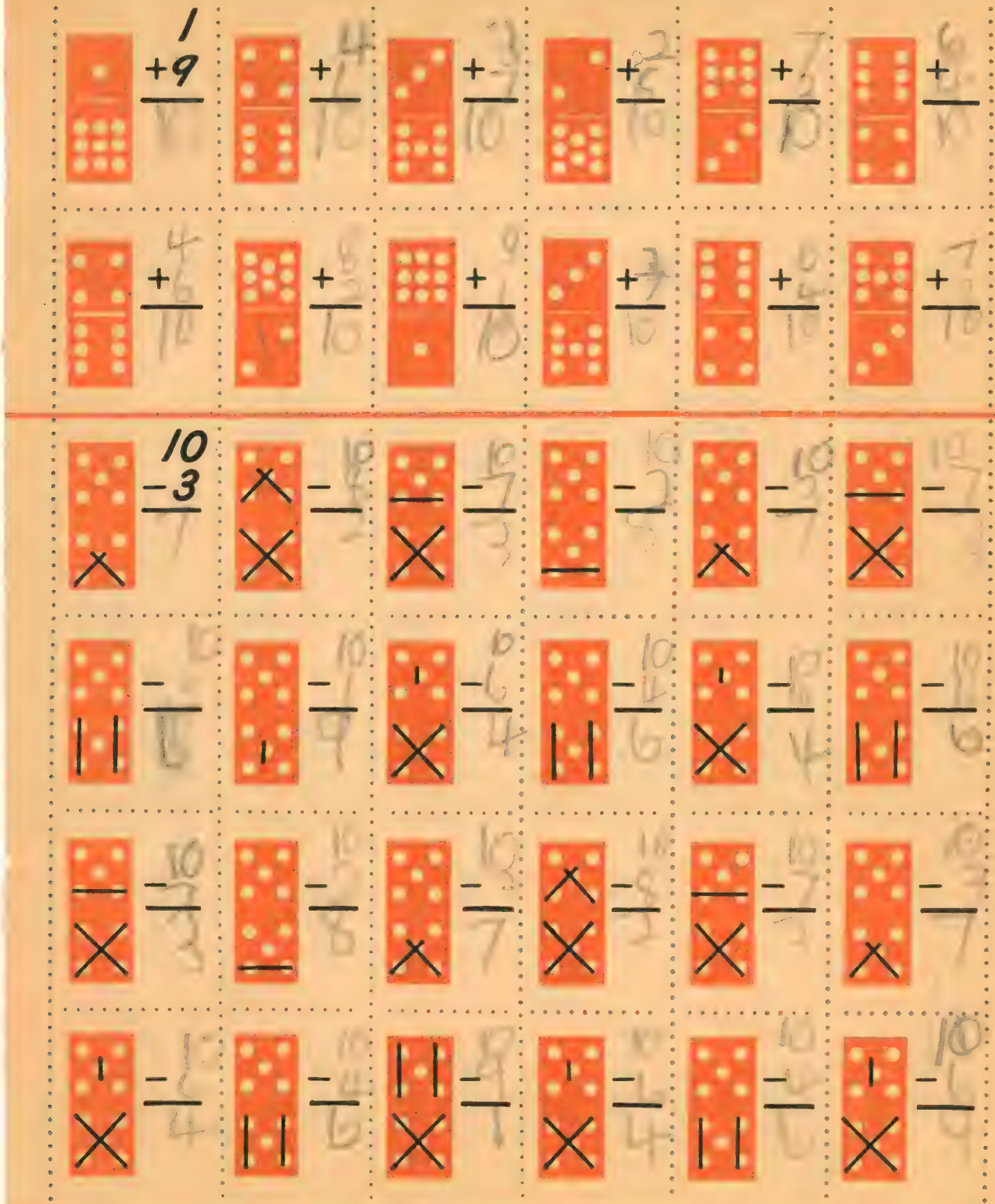
A

4 +6	10 −4	10 −3	10 −4	6 +4
6 +4	10 −7	3 +7	10 −4	
10 −3	10 −4	10 −6	7 +3	6 +4	10 −6
7 +3	10 −7	4 +6	10 −6	10 −7	10 −4
10 −6	4 +6	3 +7	10 −3	10 −4	4 +6
10 −7	10 −6	6 +4	10 −4	10 −3	10 −6

0-26 POOR | 27-30 FAIR | 31-33 GOOD

PURPOSE: Drill on the newly developed unit with a review of other difficult facts. For detailed lesson plan, see Handbook B.
TEACHER: One of these planes will fly to Alaska. Be sure you have the lucky one correct. Color blue the answers of 3 or 10.

A



PURPOSE: Remedial drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color blue answers of 2, 3, 7, 8.

0-24	25-31	32-36
POOR	FAIR	GOOD

4 + 6 =	10 − 6 =	6 + 4 =	10 − 6 =	7 + 3 =	10 − 6 =
10 − 4 =	10 − 3 =	10 − 4 =	10 − 4 =	10 − 7 =	10 − 4 =
10 − 6 =	3 + 7 =	10 − 6 =	6 + 4 =	10 − 6 =	4 + 6 =
10 − 3 =	10 − 4 =	10 − 7 =	10 − 4 =	10 − 3 =	10 − 4 =
6 + 4 =	10 − 6 =	4 + 6 =	10 − 6 =	6 + 4 =	10 − 6 =
10 − 4 =	10 − 7 =	10 − 4 =	10 − 4 =	10 − 7 =	10 − 4 =
10 − 6 =	4 + 6 =	10 − 6 =	6 + 4 =	10 − 6 =	4 + 6 =

0-27 POOR | 28-34 FAIR | 35-42 GOOD

PURPOSE: Test on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many are 6 rabbits and 4 rabbits? 6 stars from 10 stars are how many? Who can say all the stories in the top row? Who can say them faster? (etc.) You may color blue all answers of 4 or 10.

PURPOSE: Drill on difficult facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Whose pony will win the race? Try the first row. Try the second row. (etc.) Color brown all ponies having answers of 4 or 6.

0-13 POOR | 14-17 FAIR | 18-20 GOOD

A

0-20 POOR | 21-26 FAIR | 27-30 GOOD

PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: The mother duck is calling her little ones. Each little duck has a number name. You must write it. What is the first one's name? (etc.) Color brown all answers of 1, 2 and 3.

A

A BIG TEST FOR YOU

6 +1	2 +7	2 +2	4 −2	2 +3	5 −3	3 +3	6 −3	5 +1	6 −1
1 +1	1 +6	7 +2	3 +2	5 −2	1 +5	6 −5	2 −1	1 +2	4 +1
2 +1	3 −1	2 +5	9 −2	3 −2	4 +4	1 +3	4 −3	3 +1	4 −1
1 +4	8 −4	7 −2	5 +2	3 +6	5 −1	7 −4	6 −2	3 +5	9 −1
8 −6	7 −5	5 −4	2 +4	4 +3	6 +3	6 −4	4 +2	5 +5	7 −1
7 −3	1 +7	2 +8	8 −7	3 +7	3 4	4 +5	8 +2	7 +1	2 +6
6 +2	5 +3	7 −6	8 −2	8 −3	8 −5	8 −1	5 +4	10 −8	9 −4
9 −8	6 +4	10 −4	9 −3	1 +9	9 −6	10 −2	1 +8	10 −3	9 −7
9 −5	9 +1	4 +6	10 −9	10 −6	10 −5	7 +3	10 −7	8 +1	10 −1

PURPOSE: Speed test on all facts through 10. For detailed lesson plan, see Handbook B.

TEACHER: This looks like an easy test. It is easy if you think. Try to get them all correct. (After three minutes, have all circle the last answer they wrote and continue until they finish.) Color green all answers of 7 and 9.

0-72	73-82	83-90
POOR	FAIR	GOOD

A

10 −1	4 +6	10 −9	10 −2	7 +3	10 −8	10 −3	3 +7
10 −4	10 −8	4 +6	10 −7	6 +4	10 −6	7 +3	10 −3
10 −9	10 −6	10 −1	4 +6	10 −7	6 +4	10 −4	10 −3
10 −4	10 −3	4 +6	10 −6	3 +7	10 −4	6 +4	10 −6
10 −8	10 −6	10 −4	6 +4	10 −8	10 −6	10 −4	4 +6
10 −6	10 −1	7 +3	10 −2	10 −6	10 −7	4 +6	10 −4
10 −3	6 +4	10 −9	10 −6	10 −2	4 +6	10 −4	6 +4
3 +7	10 −2	10 −4	4 +6	6 +4	10 −6	6 +4	10 −4

Lucky

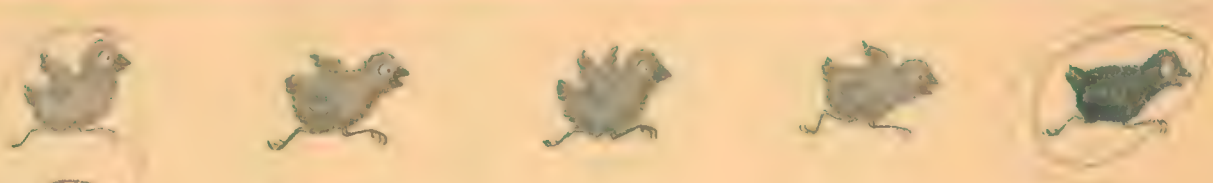
0-39 POOR · 40 ~ · 50-64 GOOD

PURPOSE: Final test and motivated repetition of difficult facts to promote permanent retention. For detailed lesson plan, see Handbook B.

TEACHER: Who will win the Lucky Game? First write all the answers. Then find the lucky row with all answers alike. You will not win if all the answers are not written. Color green the row that has all answers alike.

1

fifth fourth third second first



first second third fourth fifth

fifth third first second fourth

third fourth fifth second first

first fifth third fourth second

fourth first fifth third second

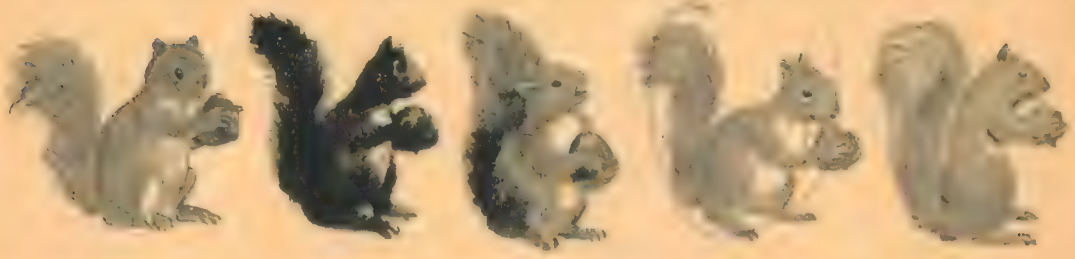
PURPOSE: Drill on ordinals to the fifth going toward the right. For detailed lesson plan, see Handbook B.

TEACHER: How many ponies do you see at the top? What is the word under the first pony? What is the second word? third word? (etc.) Look at the row of chicks. Which one is different? Is that chick first? Find the word *first* and draw a red ring around it. (etc.)

0-2 POOR | 3-4 FAIR | 5 GOOD

fifth

fourth



third

second

first

second

0-3 POOR 4-5 FAIR 6 GOOD

PURPOSE: Test on ordinal names to the fifth. For detailed lesson plan, see Handbook B.

TEACHER: How many little skunks are in the first box? Point to the first; second, third; fourth; fifth. What is the word in the box before the first skunk? Find the fifth little skunk. Draw a red ring around it. (etc.)

B

1¢ 5¢ 5¢

1 cent 5 cents 1 nickel 5 cents

David

Ann

Carol

John

Mary

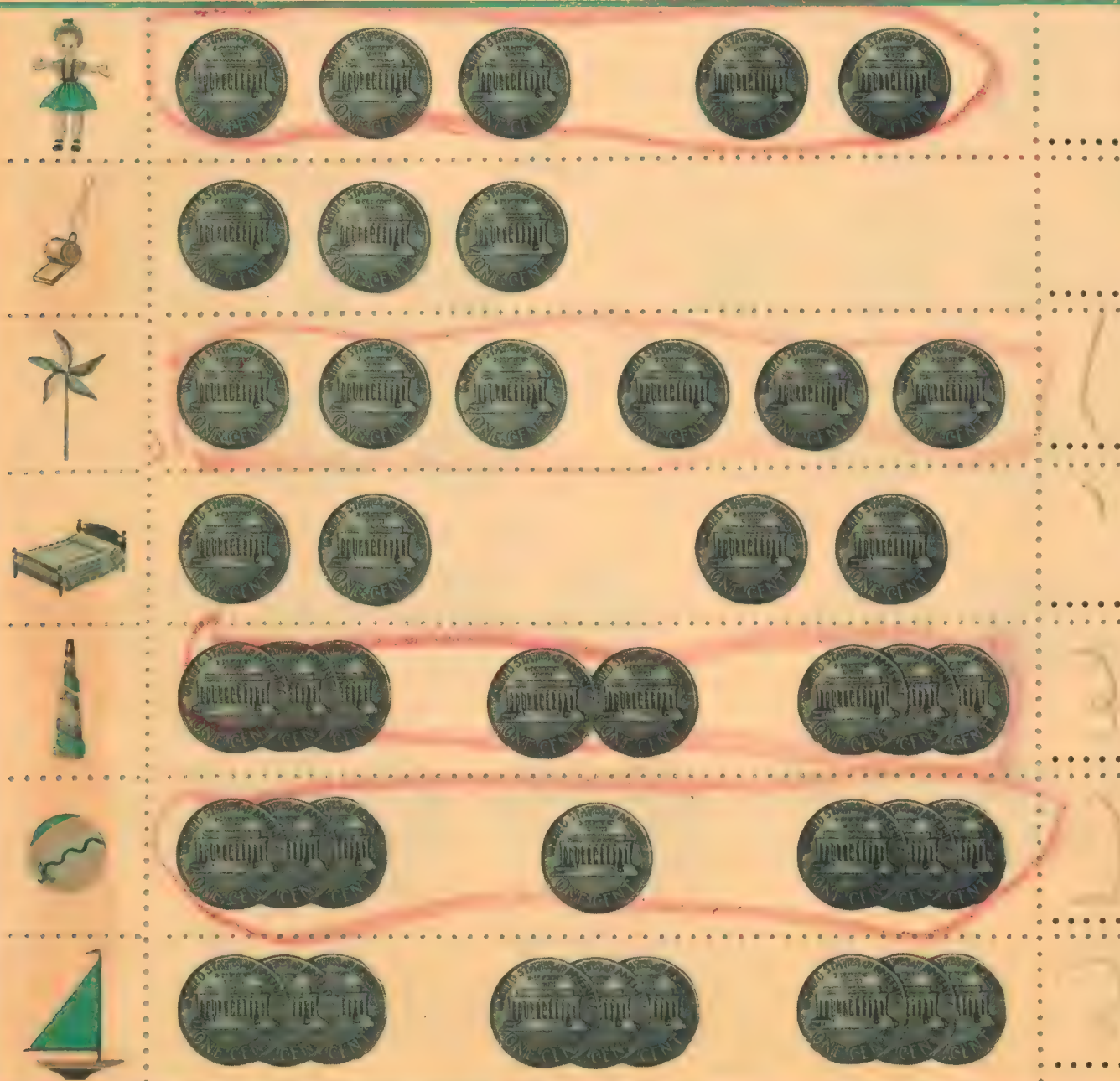
Tom

PURPOSE: Development of the concept of a cent and a nickel. For detailed pre-book development, see Handbook B.

TEACHER: What do you see at the top? on the left? in the middle? on the right? Which is more, a nickel or five cents? Put your finger on David. Has he more than a nickel? See the box at the end. Color it orange if the girl or boy has more than a nickel. (etc.)

0-3 POOR 4-5 FAIR 6 GOOD

B



0-8 POOR 9-12 FAIR 13-14 GOOD

PURPOSE: Drill on the concept of more and less than a nickel. For detailed lesson plan, see Handbook B.

TEACHER: What toys do you see in the store window? What does each one cost? Look at the first little box below the store window. What is in it? What does it cost? Is there more or less than a nickel in that row? Draw a line around five cents in every row that has at least a nickel. In the little boxes write the number of cents you will have left in each row.

13

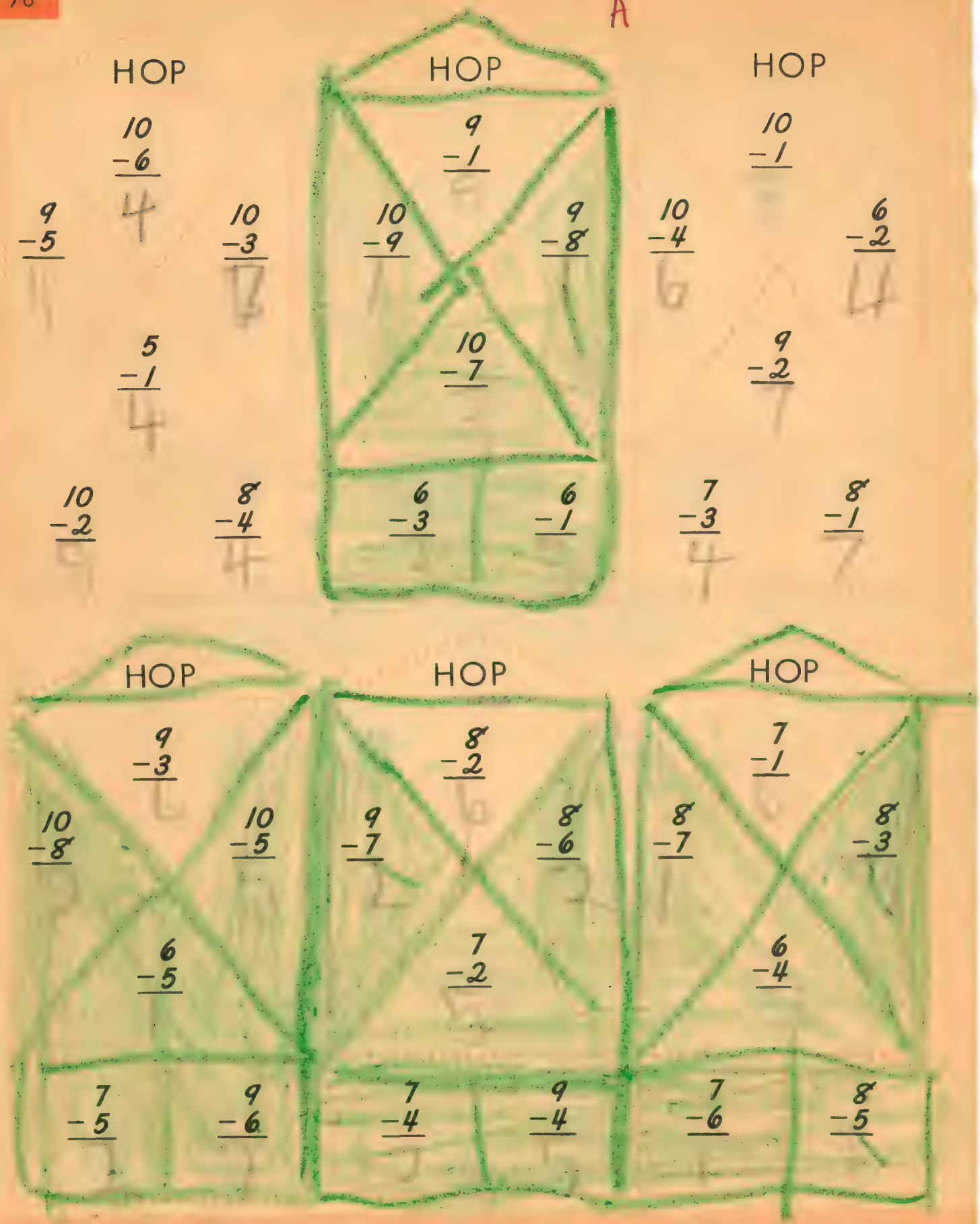
10 cents 10 cents 10 cents 1 dime

PURPOSE: Development of the concept of a dime and its relation to nickels and cents. For detailed pre-book development, see Handbook B

TEACHER: What do you see at the top left? middle? right? How much is each group worth? Now point to Mary. Does she have more or less than a dime? If she has more, write the number of cents she has more than a dime. (etc.)

0-3 POOR 4-5 FAIR 6 GOOD

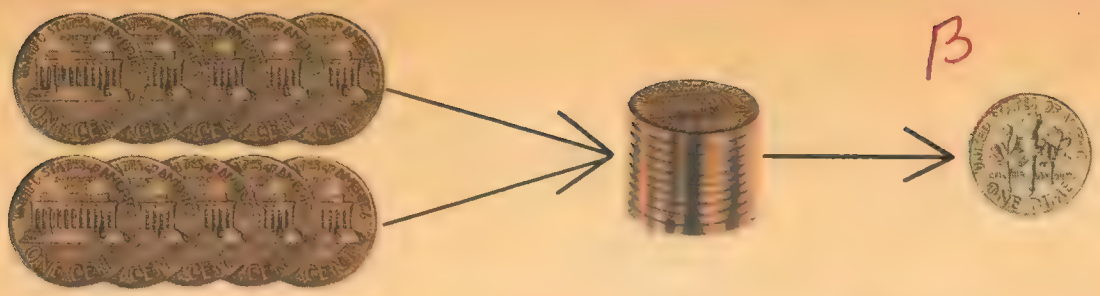
A



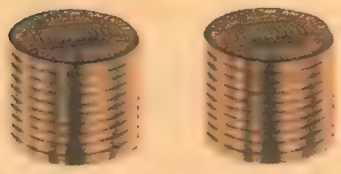
0-24 POOR | 25-31 FAIR | 32-36 GOOD

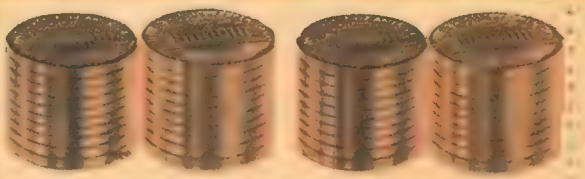
PURPOSE: Further drill on difficult facts. For detailed lesson plan, see Handbook B.
TEACHER: Who wants to work the first hopscotch? Who else? Who can do it faster? Color answers of 1, 2, 3, 5 green

B



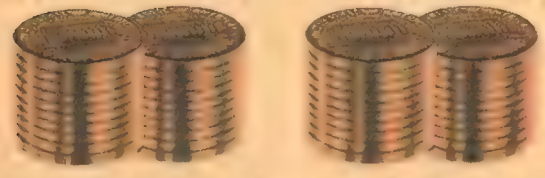
10 cents = 1 ten = 1 dime

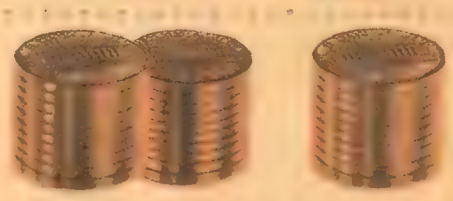

2 tens


4 tens

3 tens

5 tens


4 tens


3 tens

5 tens

4 tens

2 tens

6 tens

5 tens

4 tens

PURPOSE: Concept of a dime as a ten. For detailed pre-book development, see Handbook B

TEACHER: What money do you see at the top? Which group means more? Is 1 ten as much as 1 dime or 10¢? How many tens do you see in the first box? Where will you write that 2? (etc.)

0-7 POOR | 8-10 FAIR | 11-12 GOOD

A

TREASURE CAVE

10 − 2 = 8	10 − 4 = 6	10 − 7 = 3	10 − 8 = 2	10 − 3 = 7	10 − 1 = 9	1 + 9 = 10
10 − 3 = 7	10 − 6 = 4	10 − 9 = 1	10 − 4 = 6	10 − 8 = 2	10 − 2 = 8	2 + 8 = 10
10 − 8 = 2	8 + 2 = 10	6 + 4 = 10	2 + 8 = 10	7 + 3 = 10	4 + 6 = 10	3 + 7 = 10
10 − 4 = 6	7 + 3 = 10	10 − 9 = 1	10 − 7 = 3	10 − 8 = 2	6 + 4 = 10	8 + 2 = 10
10 − 3 = 7	8 + 2 = 10	6 + 4 = 10	3 + 7 = 10	10 − 6 = 4	10 − 7 = 3	10 − 2 = 8
10 − 1 = 9	10 − 6 = 4	10 − 3 = 7	9 + 1 = 10	10 − 7 = 3	10 − 8 = 2	10 − 4 = 6
$10,000	7 + 3 = 10	4 + 6 = 10	7 + 3 = 10	10 − 6 = 4	10 − 2 = 8	10 − 6 = 4

0-33 POOR | 34-43 FAIR | 44-48 GOOD

PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

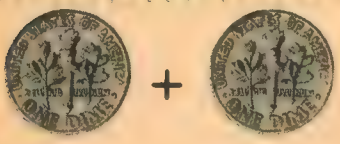
TEACHER: Help the boys find the treasure. Write all the answers and then take an orange crayon and draw a line from the door of the cave through all the boxes with answers of 10 until you reach the bag of money.

B

10¢ 20¢ 30¢ 40¢ 50¢

= 1 ten

10¢ is 10¢ .....¢

 = ...tens

10¢ and 10¢ are .....¢ .....¢

= .....tens

10¢ and 10¢ and 10¢ are .....¢ .....¢

= ..... tens

10¢ and 10¢ and 10¢ and 10¢ are .....¢ .....¢

= ..... tens

10¢ and 10¢ and 10¢ and 10¢ and 10¢ are .....¢ .....¢

PURPOSE: Multiple counting by tens. For detailed lesson plan, see Handbook B.

TEACHER: What numbers do you see at the top? Those first numbers, 1, 2, 3, 4, 5, tell how many tens or dimes. We read them like ten cents, twenty cents, thirty cents, etc. Read the numbers. What coins do you see in the first box? Read what it says: 1 dime = 1 ten or 10¢ is 10¢. How many cents is 1 dime or 1 ten? You will write 10 in that little box on the right. (etc.)

0-8 POOR | 9-11 FAIR | 12-13 GOOD

B

1 ten ..... = 10

2 tens .... = 20

3 tens .... = 30

4 tens .... = 40

5 tens .... = 50

10¢ 20¢ 30¢ 40¢ 50¢

10 20 30 40 50

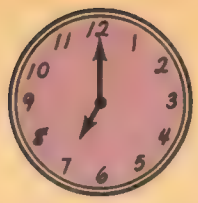
10 20 30 40 50

0-4 POOR | 5-6 FAIR | 7-8 GOOD

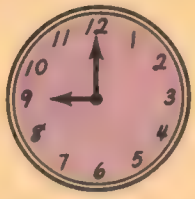
PURPOSE: Meaningful drill on tens. For detailed lesson plan, see Handbook B.

TEACHER: How many dots in the domino in the first box? We call such a domino 1 ten. 1 ten is the same as 10. You will write 10 under that domino. How many dots will 2 tens make? 20, because 10 and 10 are 20. You will count by 10's and write those numbers under the dominoes and 20 at the end. (etc.)

A



7 o'clock



9 o'clock

3 o'clock

4 o'clock

6 o'clock

1 o'clock

5 o'clock

8 o'clock

PURPOSE: Development of the even hour. For detailed pre-book development, see Handbook B.

TEACHER: What is David doing in the first picture? What time does he get up? Where will you write that? What is he doing in the second picture? (etc.)

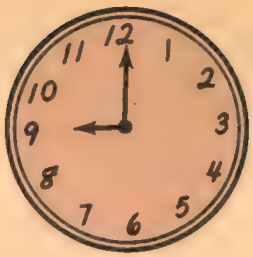
1-4 POOR | 5-6 FAIR | 7-8 GOOD

A

.... o'clock

.... o'clock

.... o'clock


.... o'clock

.... o'clock

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.... o'clock

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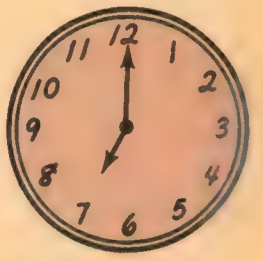
.... o'clock

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.... o'clock

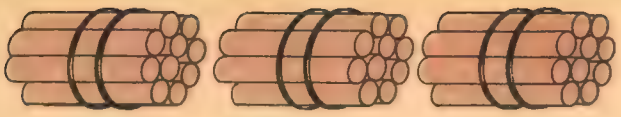
.... o'clock

0-13 POOR | 14-17 FAIR | 18-20 GOOD

PURPOSE: Review of the even hour. For detailed lesson plan, see Handbook B.
TEACHER: Can you tell the time on these clocks? Who will try the first row? (etc.)

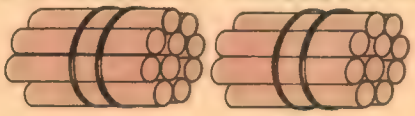
A

3 tens

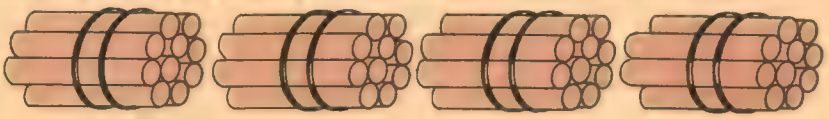


5 tens

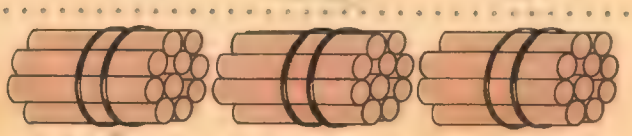
2 tens



4 tens

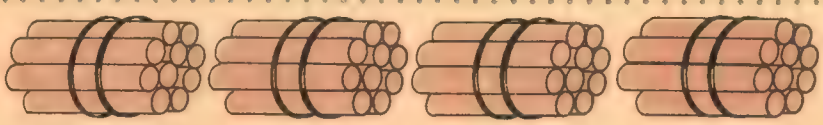


3 tens



2 tens

4 tens



5 tens

PURPOSE: Further drill on the meaning of tens. For detailed lesson plan, see Handbook B.

TEACHER: How many bundles of ten sticks do you see in the first box? Count the sticks by 10's. You will write 10, 20, 30 under the bundles and the whole number (30) at the end. (etc.)

0-4 POOR | 5-6 FAIR | 7-8 GOOD

A

0-13	14-17	18-20
POOR	FAIR	GOOD

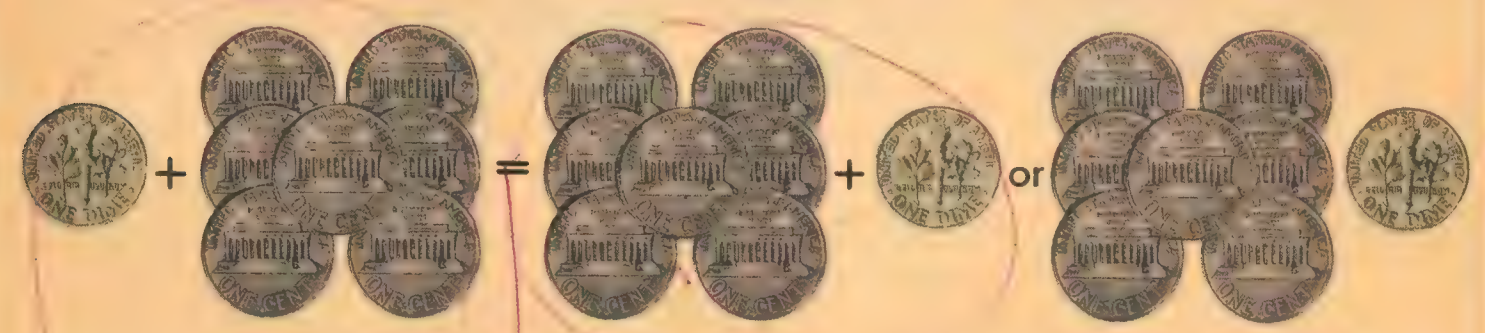
PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Help these boys catch all the fish. Who wants to start? You will write the answer on the dotted line. Color yellow those fish with answers of 4 or 10.

Teen is "ten and" "and ten" is Teen

ten and four are 14 and 10 or fourteen

ten and ~~14~~ are 14 and 14 or ten teen



10 and 7 are 7 and 10 or 17

PURPOSE: Development of the meaning of TEEN. For detailed pre-book development, see Handbook B.
TEACHER: Read what it says at the top. If you leave one "e" out, what would the word be? It means just that. Read the story the coins show: 10 and 4 are 4 and 10 or fourteen. (etc.)

0-7 POOR | 8-9 FAIR | 10-11 GOOD

EASY TEENS

B

14¢

1 dime and 4 cents are fourteen cents

1 4
dime cents

16¢

1 dime and 6 cents are sixteen cents

1 6
dime cents

17¢

1 dime and 7 cents are seventeen cents

1 7
dime cents

¢

1 dime and 8 cents are eighteen cents

1 8
dime cents

¢

1 dime and 9 cents are nineteen cents

1 9
dime cents

fourteen cents ..... ¢

sixteen cents ..... ¢

nineteen cents ..... ¢

eighteen cents ..... ¢

nineteen cents ..... ¢

seventeen cents ..... ¢

POOR 0-8 FAIR 9-12 GOOD 13-14

PURPOSE: Remote preparation for the development of place value of teen numbers. For detailed lesson plan, see Handbook B.

TEACHER: How much money at the top? How do you know without counting? Read the story below the money. How many dimes? How many cents? Ten and four or four and ten are fourteen. See the 14¢ in the box? Which number tells you how many dimes or tens? Which tells you how many cents or ones? (etc.)

TRICKY TEENS

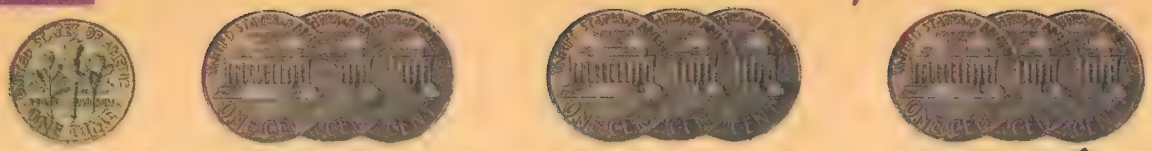
A

PURPOSE: Development of the TRICKY TEENS. For detailed lesson plan, see Handbook B.

TEACHER: Here are some tricky teens. You do not hear the cents' number in any of them. You do not hear even the teen in some of them. How many cents do you see in the first line? And how many tens? Ten and one or one and ten are eleven. (etc.)

0-4 POOR | 5-6 FAIR | 7-8 GOOD

A



10¢ 11 12 13 14 15 16 17 18 19

1 9

dime cents

10¢ 11 13

1 3

dime cents

10¢ 11

1 1

dime cent

10¢

1 5

dime cents

10¢

1 3

dime cents

10¢

1 7

dime cents

10¢

1 9

dime cents

0-3 POOR | 4-5 FAIR | 6 GOOD

PURPOSE: Serial placement of the teen numbers. For detailed lesson plan, see Handbook B.

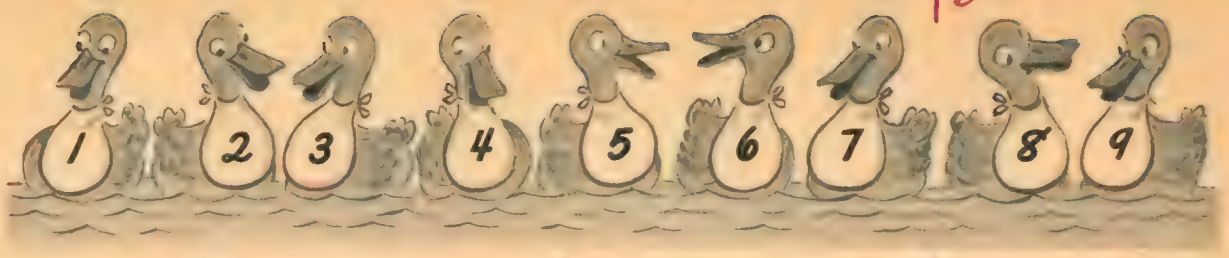
TEACHER: Read what is in the Teen Dictionary at the top. One dime and nine cents are? What will one dime and three cents be? one dime and one cent? (etc.) Write the teen numbers below.

B

PURPOSE: Practical drill on teens. For detailed lesson plan, see Handbook B.

TEACHER: How much does that large balloon cost? Is there enough money in that row to buy it? Draw a ring around 13¢. How many cents are left? Put that 2 in the little box on the right. (etc.)

10-11 POOR | 12-15 FAIR | 16-18 GOOD



10 11 12 13 14 15 16 17 18 19

0-4 POOR

5-7 FAIR

8-9 GOOD

PURPOSE: Drill in writing teen numbers. For detailed lesson plan, see Handbook B.

TEACHER: Read the numbers on the big ducks. Read the numbers below the ducklings. These are the teen numbers. Say them as you write them below.

13

PURPOSE: Motivated device to test the sequence of teens. For detailed lesson plan, see Handbook B.

TEACHER: If you follow directions exactly, you will have a surprise. Find the number 1 and number 2. Draw a straight line connecting the two dots. Find the number 3. Draw a straight line connecting dot 2 and dot 3. (etc.) If you work the puzzle correctly, you may color it yellow.

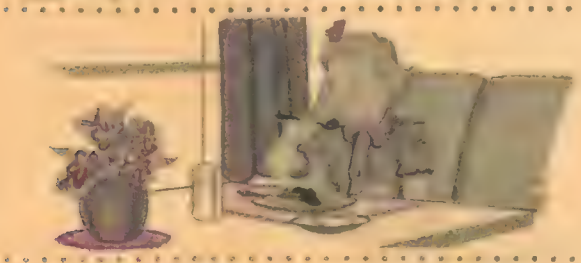
0-11	12-15	16-18
POOR	FAIR	GOOD

A

8 o'clock

10 o'clock

11 o'clock



1 o'clock

3 o'clock

7 o'clock

9 o'clock

0-3 POOR | 4-5 FAIR | 6-7 GOOD

PURPOSE: Review of time. For detailed lesson plan, see Handbook B.

TEACHER: What is wrong with the clocks on this page? Can you draw the hands where they belong? Read the time next to each clock. Where will the long hand always be? the short hand? What is Ann doing at 8 o'clock? (etc.)

4

ADDING DIMES

+

=

= 20¢

1 dime + 1 dime = 2 dimes = 20¢

2 dimes + 1 dime = 3 dimes = 30¢

3 dimes + 1 dime = 4 dimes = 40¢

4 dimes + 1 dime = 5 dimes = 50¢

PURPOSE: Zero as a place holder in preparation for two-digit addition. For detailed lesson plan, see Handbook 8.
TEACHER: Read the story the dimes tell. Read what it says below the dimes. How many dimes in 20¢? How many cents in cents' place? What does the zero do? (etc.)

0-4 POOR | 5-7 FAIR | 8-9 GOOD

B

1 dime + 1 dime = 20 dimes

1 ten + 1 ten = 20 tens

10¢ + 10¢ = 20¢

1 dime + 2 dimes = 30 dimes

1 ten + 2 tens = 30 tens

10¢ + 20¢ = 30¢

1 dime + 3 dimes = 40 dimes

1 ten + 3 tens = 40 tens

10¢ + 30¢ = 40¢

1 dime + 4 dimes = 50 dimes

1 ten + 4 tens = 50 tens

10¢ + 40¢ = 50¢

B-7 8-10 11-12

POOR FAIR GOOD

PURPOSE: Adding dimes and tens in preparation for the study of place value of two-digit numbers. For detailed lesson plan, see Handbook B.

TEACHER: Read the dimes story. Read the tens story. How much are 10¢ and 10¢? What does the 2 in 20¢ mean? What does the zero do? (etc.)

dimes	cent	
2	1	21¢

dimes	cents	
2	2	22¢

dimes	cents	
2	3	23¢

dimes	cents	
2	4	24¢

dimes	cents	
2	5	25¢

dimes	cents	
2	6	26¢

dimes	cents	
2	7	27¢

dimes	cents	
2	8	28¢

dimes	cents	
2	9	29¢

PURPOSE: Place value of numbers within the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in the first row? How would you write that? What would the zero do? How many cents after the two dimes? How much together? (etc.)

0-10 POOR | 11-13 FAIR | 14-16 GOOD

A

10¢ + 4¢ = 14¢

20¢ + 4¢ = 24¢

10¢ + 3¢ = 13¢

20¢ + 1¢ = 21¢

10¢ + 8¢ = 18¢

20¢ + 5¢ = 25¢

10¢ + 6¢ = 16¢

20¢ + 6¢ = 26¢

10¢ + 9¢ = 19¢

20¢ + 9¢ = 29¢

0-4 POOR 5-7 FAIR 8-9 GOOD

PURPOSE: Relationship between numbers in the teens and the numbers in the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see in the first box? How many cents? Read the story below. Is the story next to it the same? Why not? Read that story. (etc.)

B

20¢ + 1¢ =

.... dimes .... cent

20¢ + 3¢ =

.... dimes .... cents

20¢ + 5¢ =

.... dimes .... cents

20¢ + 2¢ =

.... dimes .... cents

20¢ + 6¢ =

.... dimes .... cents

20¢ + 4¢ =

.... dimes .... cents

20¢ + 8¢ =

.... dimes .... cents

20¢ + 7¢ =

.... dimes .... cents

20¢ + 9¢ =

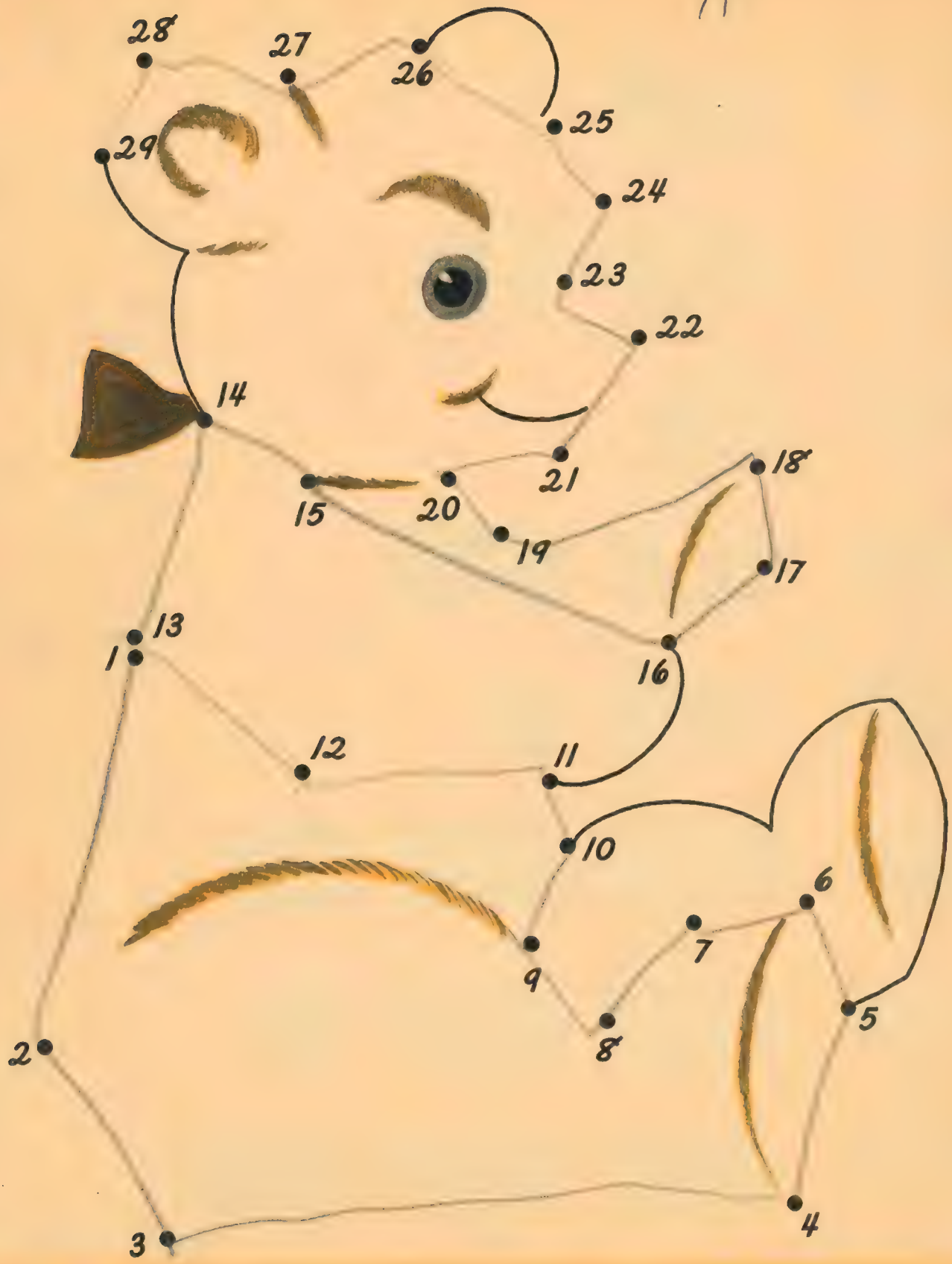
.... dimes .... cents

PURPOSE: Test on the meaning of numbers within the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see in the first box? How many cents is that? How many cents next to the two dimes? How much are 20¢ and 1¢? Twenty-one cents is the same as 2 dimes and 1 cent or 21¢. That's what you will write on those two lines. (etc.)

0-4 POOR | 5-7 FAIR | 8-9 GOOD

A



0-20 POOR | 21-25 FAIR | 26-28 GOOD

PURPOSE: Motivated device to test the ability to follow numbers from 1 through 29. For detailed lesson plan, see Handbook B.

TEACHER: If you have finished page 97, you may work the puzzle on this page. Draw straight lines from dot to dot; from number to number.

23

0 1 2 3 4 5 6 7 8 9

10 11 12 13 14 15 16 17 18 19

20 21 22 23 24 25 26 27 28 29

---

0 1

29

10

7

20

29

3

16

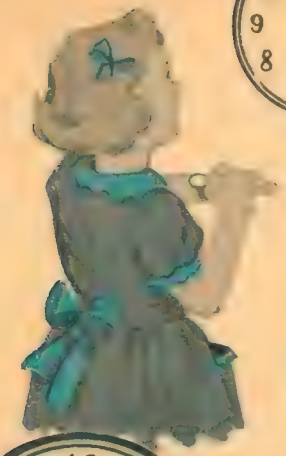
9

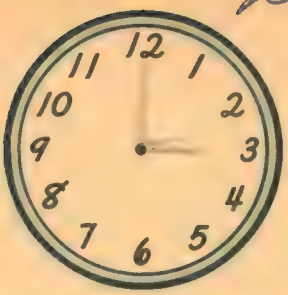
18

PURPOSE: Drill in writing numbers from 1 through 29. For detailed lesson plan, see Handbook B.

TEACHER: Read the numbers in the first group. Under each number you will write what you see above it. What numbers will you write in the first row? (etc.) In the next group you will write the numbers to 29. In the other rows begin with the first number.

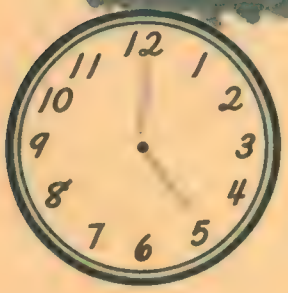
0-7 POOR | 8-10 FAIR | 11-13 GOOD





3 o'clock

7 o'clock



5 o'clock

12 o'clock

9 o'clock

4 o'clock

8 o'clock

1 o'clock

6 o'clock

10 o'clock

2 o'clock

11 o'clock

7 o'clock

9 o'clock

PURPOSE: Review of time For detailed lesson plan, see Handbook B.

TEACHER: Jane is setting her watch. Can you set all the clocks to show the time below each? Make your hour hand very short and your minute hand very long.

B

1 dime from 2 dimes = 1 dime

20¢
−10¢
10¢

1 ten from 2 tens = 1 ten

2 dimes from 3 dimes = 1 dime

30¢
−20¢
10¢

2 tens from 3 tens = 1 ten

3 dimes from 4 dimes = 1 dime

40¢
−30¢
10¢

1 ten from 4 tens = 1 ten

3 dimes from 5 dimes = 2 dimes

50¢
−30¢
20¢

3 tens from 5 tens = 2 tens

4 dimes from 5 dimes = 1 dime

50¢
−40¢
10¢

4 tens from 5 tens = 1 ten

PURPOSE: Subtraction of dimes; zero as a place holder. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in the first box? How many are crossed out? How many are left? What are 1 dime from 2 dimes? Read the stories next to the dimes. (etc.)

POOR 9-12 FAIR 13-14 GOOD

A

3 dimes − 1 dime = 2 dimes

3 tens − 1 ten = 20 tens

30¢ − 10¢ = 20¢

5 dimes − 2 dimes = 3 dimes

5 tens − 2 tens = 3 tens

50¢ − 20¢ = 30¢

4 dimes − 2 dimes = 2 dimes

4 tens − 2 tens = 2 tens

40¢ − 20¢ = 20¢

5 dimes − 4 dimes = 1 dime

5 tens − 4 tens = 1 ten

50¢ − 40¢ = 10¢

5 dimes − 1 dime = 4 dimes

5 tens − 5 tens = 0 tens

50¢ − 10¢ = 40¢

0-8 POOR | 9-12 FAIR | 13-14 GOOD

PURPOSE: Subtraction of dimes and tens in preparation for double-digit subtraction. For detailed lesson plan, see Handbook B.

TEACHER: Look at the dimes. Read the number story they tell. Subtract the dimes. What are 10¢ from 30¢? What place does the zero hold? (etc.)

3 dimes 1 cent

3 dimes 2 cents

3 dimes 3 cents

3 dimes 4 cents

3 dimes 5 cents

3 dimes 6 cents

3 dimes 7 cents

3 dimes 8 cents

3 dimes 9 cents

PURPOSE: Developing the meaning of numbers within the thirties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see? Count by 10's. What is the other coin? What will 30¢ and 1¢ be? You will write that number on the line. (etc.)

0-4 POOR 5-6 FAIR 7-8 GOOD

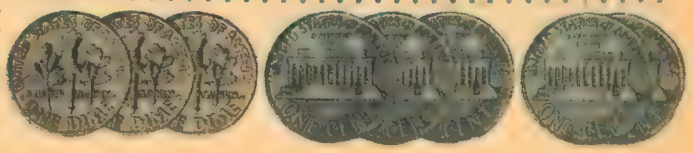
A

3 ¢

30¢ and 2¢ are 32¢

30¢ and 4¢ are 34¢

30¢ and 3¢ are 33¢



30¢ and 1¢ are 31¢

30¢ and 5¢ are 35¢

30¢ and 8¢ are 38¢

30¢ and 6¢ are 36¢

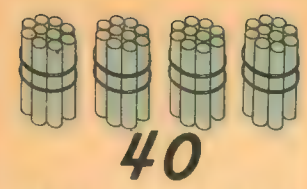
30¢ and 7¢ are 37¢

30¢ and 9¢ are 39¢

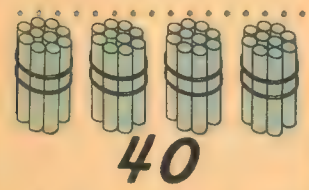
0-6 POOR 7-8 FAIR 9-10 GOOD

PURPOSE: Mixed drill on dimes and cents within the thirties. For detailed lesson plan, see Handbook B.

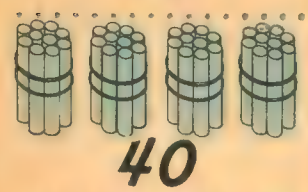
TEACHER: Here are more 30's. How much money do you see in the first box? Why? How much in the second box? Why? Try to do all of them without counting.



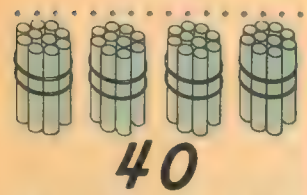
4 tens 1 one



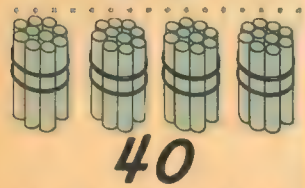
tens ones



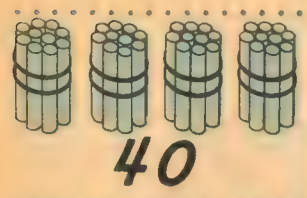
tens ones



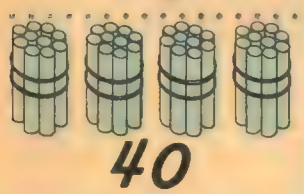
tens ones



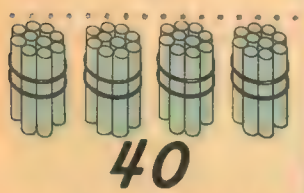
tens ones



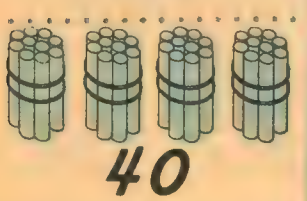
tens ones



tens ones



tens ones



tens ones

PURPOSE: Developing the meaning of numbers within the forties. For detailed lesson plan, see Handbook B.

TEACHER: What number comes after 39? How many sticks do you see in the first box? How do you know that there are 41? Do all of them without counting. (etc.)

0-4 POOR 5-6 FAIR 7-8 GOOD

40¢

40¢ and 5¢ are .....¢

40¢ and 4¢ are .....¢

40¢ and 1¢ are .....¢

40¢ and 8¢ are .....¢

40¢ and 3¢ are .....¢

40¢ and 2¢ are .....¢

40¢ and 9¢ are .....¢

40¢ and 7¢ are .....¢

40¢ and 6¢ are .....¢

0-6 POOR | 7-8 FAIR | 9-10 GOOD

PURPOSE: Test on numbers within the forties For detailed lesson plan, see Handbook B

TEACHER: Here are more 40's. How do you know that there are 40 in the first box? How much money do you see in the second box without counting? (etc.)

3	1	¢	4	1	¢
dimes	cent		dimes	cent	
3	2	¢	4	2	¢
dimes	cents		dimes	cents	
3	3	¢	4	3	¢
dimes	cents		dimes	cents	
3	4	¢	4	4	¢
dimes	cents		dimes	cents	
3	5	¢	4	5	¢
dimes	cents		dimes	cents	
3	6	¢	4	6	¢
dimes	cents		dimes	cents	
3	7	¢	4	7	¢
dimes	cents		dimes	cents	
3	8	¢	4	8	¢
dimes	cents		dimes	cents	
3	9	¢	4	9	¢
dimes	cents		dimes	cents	

PURPOSE: Relationship between numbers in the thirties and forties and place value of dimes and cents. For detailed lesson plan, see Handbook B.

TEACHER: What number do you see in the dimes' box? cents' box? How much money altogether? Why? (etc.)

0-11 POOR | 12-15 FAIR | 16-18 GOOD

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49

0									9
13									22
35									
26									
40									49

20									
17									
9									

0-8 POOR 9-11 FAIR 12-13 GOOD

PURPOSE: Drill in writing numbers from 1 through 49. For detailed lesson plan, see Handbook B.

TEACHER: Read the first row of numbers. You will write them exactly that way in the empty boxes below those numbers. Now read the teen row; the twenty row; etc.

and	1 dime	9 cents
and	1 dime	10 cents
and	2 dime	0 cents

and	.... dimes	.... cents
and	.... dimes	.... cents
and	.... dimes	.... cents

and	.... dimes	.... cents
and	.... dimes	.... cents
and	.... dimes	.... cents

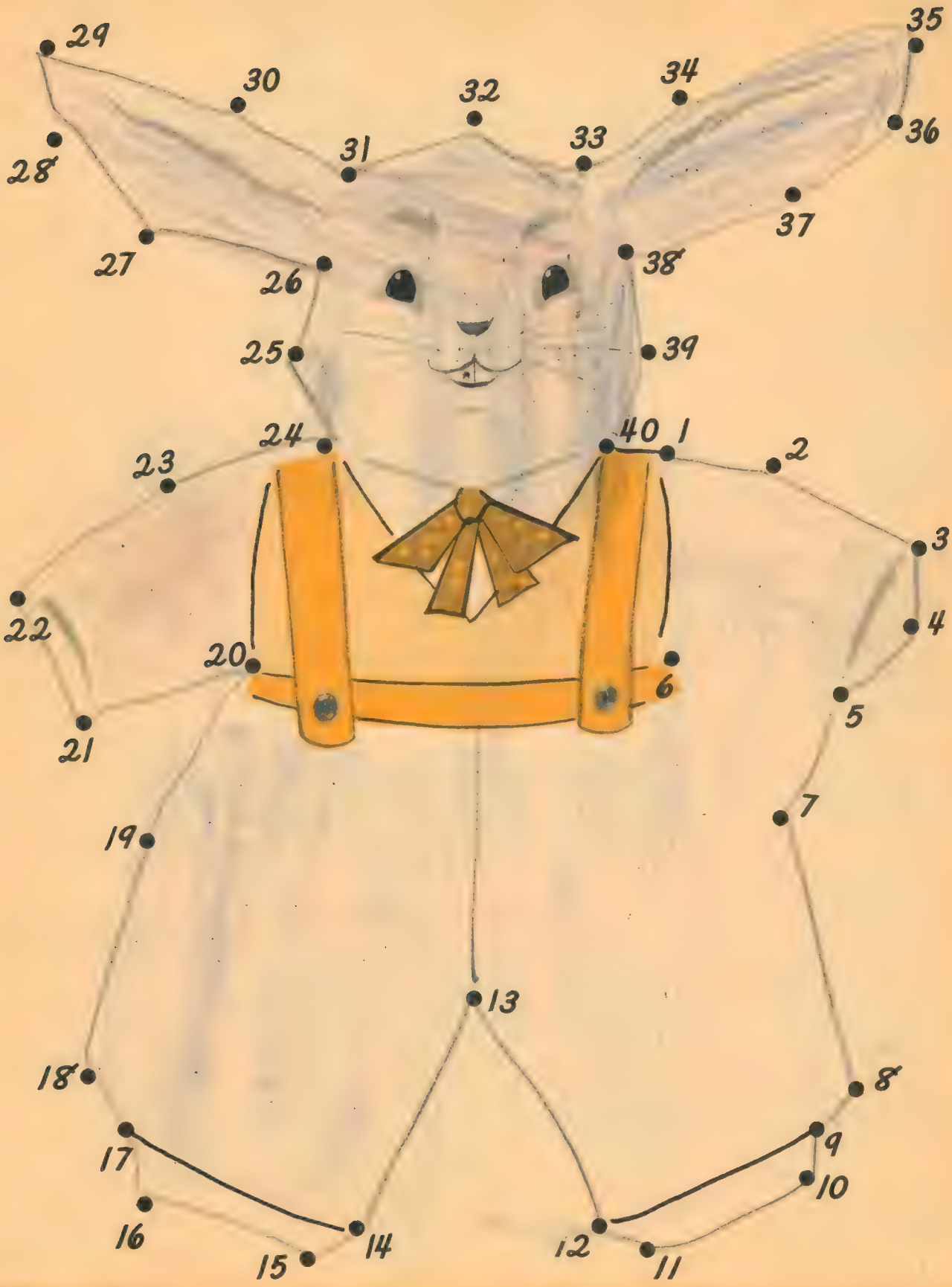
and	.... dimes	.... cents
and	.... dimes	.... cents
and	.... dimes	.... cents

PURPOSE: Bridging in lower decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes and cents do you see in the first row? How do you know there are nine cents? One dime and nine cents are how much? Below the first line you see one dime again. Are there also nine cents? What is the same as one dime and ten cents? (etc.)

0-4	5-7	8-9
POOR	FAIR	GOOD

A



0-27 POOR | 28-34 FAIR | 35-39 GOOD

PURPOSE: Motivated device to test the ability to follow numbers in sequence. For detailed lesson plan, see Handbook B.

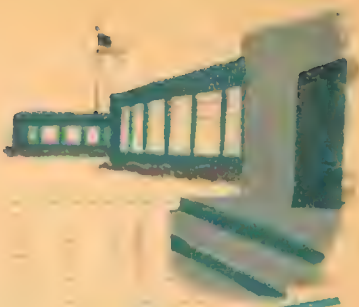
TEACHER: Find number 1. Put your finger on the dot next to the number. Find number 2. You are to draw a straight line between dots 1 and 2. (etc.)

1	3	¢	4	2	¢
dime	cents		dimes	cents	
3	8	¢	3	9	¢
dimes	cents		dimes	cents	
2	6	¢	1	7	¢
dimes	cents		dime	cents	
4	2	¢	3	6	¢
dimes	cents		dimes	cents	
3	4	¢	2	9	¢
dimes	cents		dimes	cents	
1	9	¢	4	7	¢
dime	cents		dimes	cents	
4	5	¢	2	6	¢
dimes	cents		dimes	cents	
2	7	¢	3	5	¢
dimes	cents		dimes	cents	
3	3	¢	4	8	¢
dimes	cents		dimes	cents	

PURPOSE: Relationship between dimes and cents. For detailed lesson plan, see Handbook B.
TEACHER: How many dimes in 13¢? How many cents? Which number always tells us how many dimes? Which number tells us how many cents? (etc.)

0-11 POOR 12-15 FAIR 16-18 GOOD

1

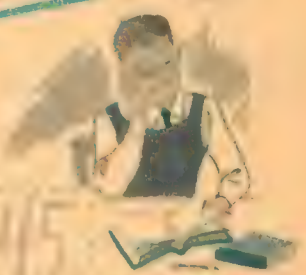


10

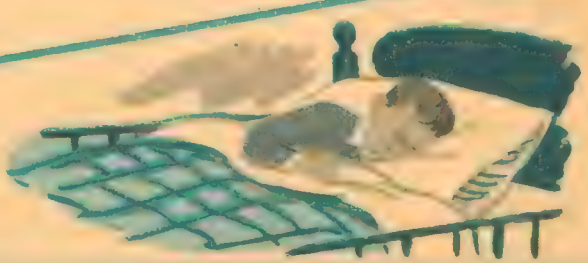
19

28

37



46 47 48 49 50



11-3 POOR | 4-5 FAIR | 6 GOOD

PURPOSE: Developing the meaning of numbers within the higher decades. For detailed lesson plan, see Handbook B.

TEACHER: Follow Dick through a whole day. Begin at number 1 when he leaves home. What will be the number when he reaches school? when he eats lunch? when he returns to school? when his mother asks him to go to the store? (etc.)

A

50 60 70 80 90 100

..... dimes ..... cents

6 0

..... dimes ..... cents

7 0

..... dimes ..... cents

..... dimes ..... cents

9 0

..... dimes ..... cents

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100

PURPOSE: Drill in writing numbers in multiples of 10 from 50 to 100. For detailed pre-book development, see Handbook B.

TEACHER: Count the dimes at the top. Each dime is ten cents. Now count them by tens. Count those in the first box. What will you write under the coins? on the right of the coins? (etc.)

0-3 POOR 4-5 FAIR 6-7 GOOD

A

50 60 70 80 90 100

= 6 dimes

50 ¢ + 10 ¢ = 60 ¢

= ..... dimes

..... ¢ + ... ¢ = ... ¢

= ..... dimes

..... ¢ + ... ¢ = ... ¢

= ..... dimes

..... ¢ + ... ¢ = ... ¢

= ..... dimes

..... ¢ + ... ¢ = ... ¢

dimes	cents
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

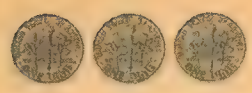
10 20 30 40 50 60 70 80 90 100

0-11 POOR 12-15 FAIR 16-18 GOOD

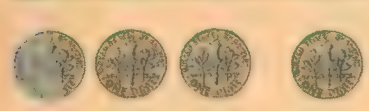
PURPOSE: Development of multiple counting by tens from 50 to 100. For detailed lesson plan, see Handbook F

TEACHER: Read the numbers at the top. Find a small number name in one of them (five, six, seven, eight, nine) How many dimes in the first box? What are 5 dimes and 1 dime? 5 tens and 1 ten? 50¢ and 10¢? (etc.)

A

 = 30¢ — 3 dimes 0 cents

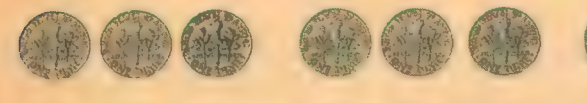
= 34¢ — 3 dimes 4 cents

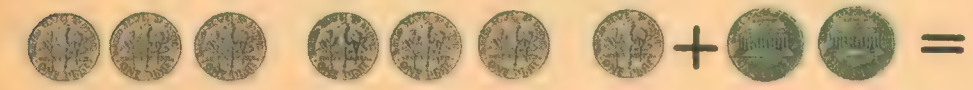
 = 40¢ — 4 dimes 0 cents

= 45¢ — 4 dimes 5 cents

= 50¢ — 5 dimes 0 cents

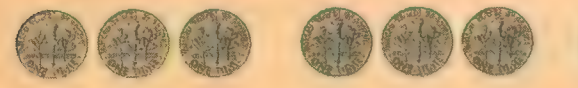
= 57¢ — 5 dimes 7 cents

 = 70¢ — 7 dimes 0 cents

 = 72¢ — 7 dimes 2 cents

= 80¢ — 8 dimes 0 cents

= 83¢ — 8 dimes 3 cents

 = 90¢ — 9 dimes 0 cents

= 91¢ — 9 dimes 1 cent

PURPOSE: Drill on money within the decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in the first box? What coins were added in the second box? How much is that altogether? What will you put on the first dotted line? second dotted line? in the first little box at the end? second little box? (etc.)

0-15 POOR | 16-21 FAIR | 22-24 GOOD

A

60¢

... ...

6 5
....
dimes cents

80¢

... ...

8 7
....
dimes cents

70¢

... ...

7 9
....
dimes cents

90¢

... ...

9 8
....
dimes cents

60¢

... ...

6 9
....
dimes cents

80¢

... ...

8 6
....
dimes cents

60¢

... ...

6 7
....
dimes cents

0-3 POOR | 4-5 FAIR | 6-7 GOOD

PURPOSE: Writing numbers within the higher decades For detailed lesson plan, see Handbook B.

TEACHER: This page has dimes and cents. Count the money in the first box. Touch each coin as you count. What will you write on those dotted lines? Try the second box. (etc.)

19	28 30	 40
50	57 59	 33
93	74 76	 11
47	39 41	 74
72	61 63	 59
66	92 94	 80
38	11 13	 27
84	45 47	 99
25	23 25	 60

PURPOSE: Serial placement of numbers to 100. For detailed lesson plan, see Handbook B.

TEACHER: Here is our HUNDRED CHART. Read the teen row; the 20 row; the 50 row; the 90 row; below 10 row; etc. Find the number that comes after 46; 49, 29; 19; etc. Point to the numbers that come between 67 and 71; 28 and 32; 77 and 83; etc.

POOR 19 | FAIR 20-25 | GOOD 26-27

A

36¢	is	3	dimes	6	cents		
70¢	is	7	dimes	0	cents		
92¢	is	9	dimes	2	cents		
84¢	is	8	dimes	4	cents		
48¢	is	4	dimes	8	cents		
67¢	is	6	dimes	7	cents		
19¢	is	1	dime	9	cents		
27¢	is	2	dimes	7	cents		
53¢	is	5	dimes	3	cents		

9	dimes	7	cents	are	97¢		
4	dimes	5	cents	are	45¢		
6	dimes	1	cent	are	61¢		
1	dime	2	cents	are	12¢		
3	dimes	3	cents	are	33¢		
7	dimes	8	cents	are	78¢		
2	dimes	4	cents	are	24¢		
5	dimes	6	cents	are	56¢		
8	dimes	5	cents	are	85¢		

5	dimes	4	cents	are	54¢		
2	dimes	8	cents	are	28¢		
7	dimes	3	cents	are	73¢		
4	dimes	7	cents	are	47¢		
1	dime	5	cents	are	15¢		
8	dimes	2	cents	are	82¢		
6	dimes	9	cents	are	69¢		
3	dimes	6	cents	are	36¢		
9	dimes	1	cent	are	91¢		

7	cents	9	dimes	are	97¢		
1	dime	4	cents	are	14¢		
5	cents	1	dime	are	15¢		
8	dimes	6	cents	are	86¢		
4	dimes	5	cents	are	45¢		
9	cents	2	dimes	are	29¢		
2	cents	8	dimes	are	82¢		
6	cents	7	dimes	are	76¢		
3	dimes	3	cents	are	33¢		

0-24 POOR | 25-31 FAIR | 32-36 GOOD

PURPOSE: Review of cents and dimes. For detailed lesson plan, see Handbook B.
TEACHER: How many dimes in 30¢? in 36¢? What does the 3 show? the 0? the 6? What will you write in the first line? (etc.)

B

5 dimes 9 cents

5 dimes 10 cents

6 dimes 0 cents

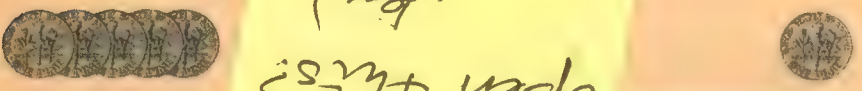
dimes cents

dimes cents

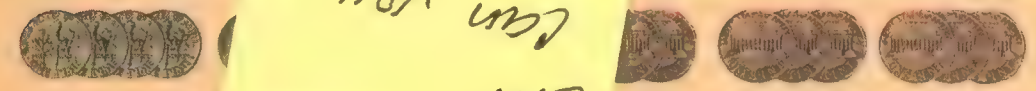
dimes cents

dimes cents

dimes cents



dimes cents



dimes cents

dimes cents

dimes cents

PURPOSE: Bridging in the higher decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes and cents do you see in the first line? How do you know there are nine cents? Five dimes and nine cents are how much? Point to the numbers in the dimes' and cents' boxes. Below the first line you see five dimes again. Are there also nine cents? What is the same as five dimes and ten cents? (etc.)

0-4 POOR 5-7 FAIR 8-9 GOOD

A

41

51

61

71

81

91

0-3	4-5	6
POOR	FAIR	GOOD

PURPOSE: Motivated device to test the ability of writing numbers serially from 41 to 100. For detailed lesson plan, see Handbook B.

TEACHER: Help David catch the rabbit. With what number should we begin? What will be the number at the end of that road? Chase him around the corner and down the next street. Don't let him hide in the hole. Write the numbers neatly.

A

Add

21¢
+42¢
63¢

FIRST: ADD THE ONES
SAY: 2¢ and 1¢ are 3¢
WRITE: 3¢ in ones' place

THEN: ADD THE TENS
SAY: 4 dimes and 2 dimes are 6 dimes
WRITE: 6 in tens' place

The sum is 6 dimes and 3 cents.
6 dimes and 3 cents are 63¢.

Remember:
FIRST: You add the cents or ones.
NEXT: You add the dimes or tens.
The answer is your SUM.

13¢ +42¢ ____¢	32¢ +23¢ ____¢	31¢ +24¢ ____¢	42¢ +14¢ ____¢	44¢ +12¢ ____¢	23¢ +33¢ ____¢
31¢ +35¢ ____¢	15¢ +51¢ ____¢	41¢ +24¢ ____¢	31¢ +36¢ ____¢	26¢ +41¢ ____¢	15¢ +61¢ ____¢
26¢ +51¢ 77¢	15¢ +62¢ ____¢	62¢ +15¢ ____¢	25¢ +52¢ ____¢	65¢ +12¢ ____¢	54¢ +21¢ ____¢

PURPOSE: Development of double-digit addition with facts through 7. For detailed pre-book development, see Handbook B.
TEACHER: The little girl is showing you how to add double-digit numbers. Read what she tells you. Do it. Do the rest the same way. Begin at the right. Circle with green all answers that have more than 60¢.

0-11 POOR | 12-15 FAIR | 16-18 GOOD

A

1 and 2 = ?

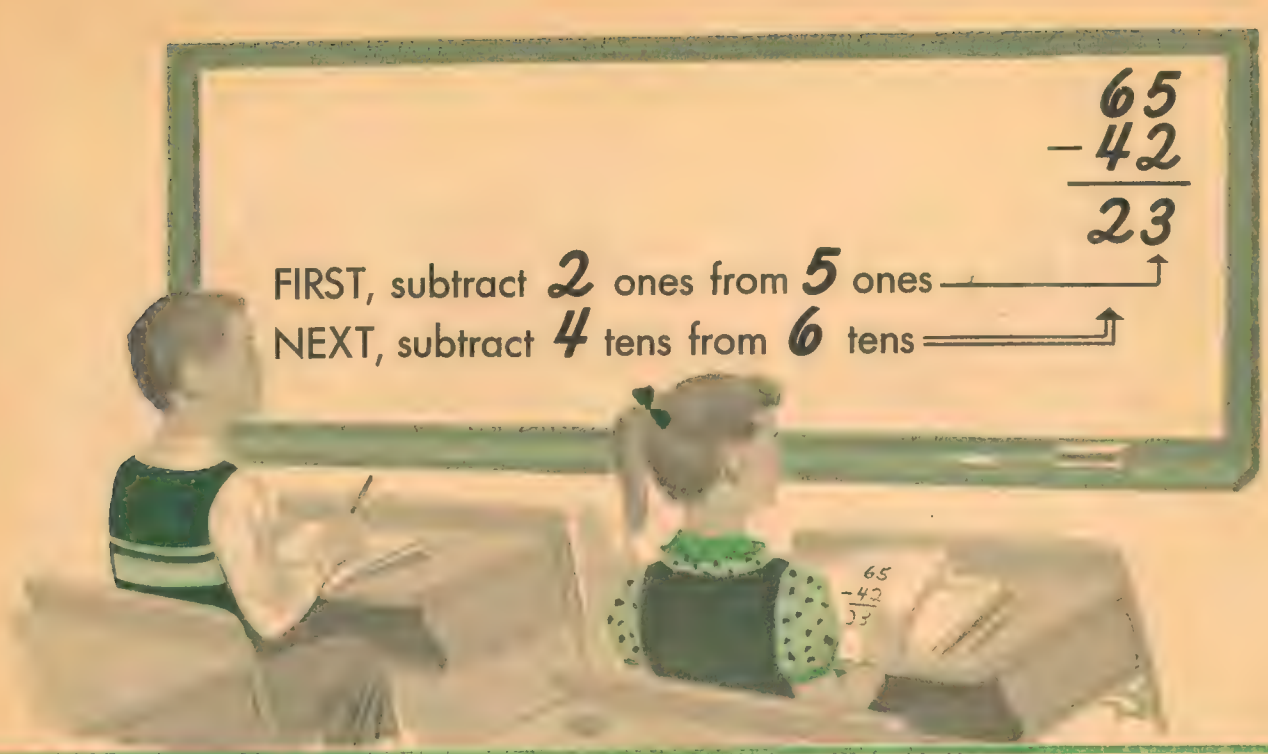
5 and 5 = ?

$$\begin{array}{r} 52 \\ +51 \\ \hline 103 \end{array}$$

$\begin{array}{r} 23 \\ +84 \\ \hline 107 \end{array}$	$\begin{array}{r} 28 \\ +71 \\ \hline 99 \end{array}$	$\begin{array}{r} 76 \\ +32 \\ \hline 108 \end{array}$	$\begin{array}{r} 63 \\ +24 \\ \hline 87 \end{array}$	$\begin{array}{r} 44 \\ +65 \\ \hline 109 \end{array}$	$\begin{array}{r} 42 \\ +54 \\ \hline 96 \end{array}$	$\begin{array}{r} 75 \\ +33 \\ \hline 108 \end{array}$
$\begin{array}{r} 25 \\ +61 \\ \hline 86 \end{array}$	$\begin{array}{r} 32 \\ +77 \\ \hline 109 \end{array}$	$\begin{array}{r} 57 \\ +42 \\ \hline 99 \end{array}$	$\begin{array}{r} 61 \\ +47 \\ \hline 108 \end{array}$	$\begin{array}{r} 82 \\ +16 \\ \hline 98 \end{array}$	$\begin{array}{r} 31 \\ +78 \\ \hline 109 \end{array}$	$\begin{array}{r} 33 \\ +66 \\ \hline 99 \end{array}$
$\begin{array}{r} 42 \\ +67 \\ \hline 109 \end{array}$	$\begin{array}{r} 45 \\ +44 \\ \hline 89 \end{array}$	$\begin{array}{r} 61 \\ +48 \\ \hline 109 \end{array}$	$\begin{array}{r} 74 \\ +13 \\ \hline 87 \end{array}$	$\begin{array}{r} 42 \\ +66 \\ \hline 98 \end{array}$	$\begin{array}{r} 43 \\ +34 \\ \hline 77 \end{array}$	$\begin{array}{r} 68 \\ +41 \\ \hline 109 \end{array}$
$\begin{array}{r} 34 \\ +52 \\ \hline 86 \end{array}$	$\begin{array}{r} 78 \\ +31 \\ \hline 109 \end{array}$	$\begin{array}{r} 37 \\ +41 \\ \hline 78 \end{array}$	$\begin{array}{r} 54 \\ +55 \\ \hline 109 \end{array}$	$\begin{array}{r} 64 \\ +23 \\ \hline 87 \end{array}$	$\begin{array}{r} 65 \\ +43 \\ \hline 108 \end{array}$	$\begin{array}{r} 57 \\ +41 \\ \hline 98 \end{array}$
$\begin{array}{r} 16 \\ +93 \\ \hline 109 \end{array}$	$\begin{array}{r} 23 \\ +66 \\ \hline 89 \end{array}$	$\begin{array}{r} 97 \\ +11 \\ \hline 108 \end{array}$	$\begin{array}{r} 74 \\ +15 \\ \hline 89 \end{array}$	$\begin{array}{r} 86 \\ +22 \\ \hline 108 \end{array}$	$\begin{array}{r} 31 \\ +55 \\ \hline 86 \end{array}$	$\begin{array}{r} 36 \\ +73 \\ \hline 109 \end{array}$

0-23 POOR | 24-30 FAIR | 31-35 GOOD

PURPOSE: Drill on double-digit addition involving facts of 6 through 10. For detailed lesson plan, see Handbook B.
TEACHER: Help the children play checkers. Color green all boxes having answers over 100.



96 − 35 = 61	76 − 53 = 23	95 − 41 = 54	76 − 55 = 21	75 − 44 = 31	65 − 53 = 12
66 − 35 = 31	56 − 31 = 25	56 − 12 = 44	65 − 42 = 23	79 − 25 = 54	69 − 54 = 15
96 − 33 = 63	69 − 47 = 22	99 − 31 = 68	67 − 51 = 16	99 − 54 = 45	69 − 45 = 24
97 − 46 = 51	97 − 82 = 15	79 − 45 = 34	59 − 47 = 12	79 − 46 = 33	55 − 32 = 23
66 − 14 = 52	57 − 33 = 24	69 − 26 = 43	77 − 52 = 25	66 − 14 = 52	79 − 64 = 15

PURPOSE: Development of double-digit subtraction with facts through 9. For detailed lesson plan, see Handbook B.

TEACHER: You know how to add double-digit numbers. Now we will subtract them. Again, we will always begin with the number on the right. Color red answers of teens and twenties.

0-20 POOR | 21-26 FAIR | 27-30 GOOD

0-2 POOR 3-4 FAIR 5 GOOD

PURPOSE: Drill in following higher decade numbers through mazes. For detailed lesson plan, see Handbook B.

TEACHER: Look at the first puzzle. Put your finger on the arrow. To what number does it point? Go through the open door to 2; then through the open door to 3. What room number comes next? Always use the open door. Always follow the numbers as you count.

Begin here

$$\begin{array}{r} 109 \\ -51 \\ \hline 58 \end{array}$$

1 from 9 =
5 from 10 =

99 − 33 = 66	99 − 46 = 53	109 − 74 = 35	99 − 87 = 12			
99 − 85 = 14	109 − 77 = 32	99 − 64 = 35	109 − 85 = 24	109 − 82 = 27		
109 − 62 = 47	99 − 46 = 53	109 − 61 = 48	109 − 53 = 56	109 − 66 = 43		
99 − 45 = 54	109 − 55 = 54	99 − 75 = 24	109 − 32 = 77	109 − 23 = 86	109 − 13 = 96	109 − 26 = 83
109 − 47 = 62	109 − 44 = 65	109 − 45 = 64	99 − 18 = 81	109 − 37 = 72	99 − 28 = 71	99 − 11 = 88
23 + 76 = 99	57 + 52 = 109	18 + 81 = 99	34 + 65 = 101	38 + 71 = 109	85 + 14 = 99	31 + 78 = 109
81 + 18 = 99	54 + 55 = 109	67 + 42 = 109	46 + 53 = 99	75 + 34 = 109	63 + 46 = 109	75 + 34 = 109

PURPOSE: Addition and subtraction of 9's and 10's as one act of thought, involving no borrowing. For detailed pre-book development, see Handbook B.

TEACHER: Can you work bigger numbers? Look at the first one. Begin at the right. 1 from 9 are ? 5 from 10 are ? Where will you write that 5? What is your answer? (etc.) Draw a red ring around answers above 60.

0-27	28-34	35-42
POOR	FAIR	GOOD

A

109 − 72 = 37	108 − 81 = 27	105 − 73 = 32	106 − 74 = 32	104 − 81 = 23

108 − 34 = 74	108 − 31 = 77	109 − 56 = 53	99 − 68 = 31	109 − 72 = 37	108 − 22 = 86	108 − 15 = 91	109 − 11 = 98
108 − 96 = 12	108 − 42 = 66	108 − 34 = 74	108 − 21 = 87	68 − 17 = 51	108 − 56 = 52	108 − 45 = 63	109 − 77 = 32
108 − 97 = 11	99 − 78 = 21	108 − 66 = 42	98 − 37 = 61	85 − 41 = 44	108 − 51 = 57	107 − 74 = 33	107 − 85 = 22
66 − 35 = 31	107 − 76 = 31	36 − 13 = 23	108 − 46 = 62	108 − 62 = 46	105 − 72 = 33	104 − 82 = 22	102 − 91 = 11
104 − 81 = 23	104 − 83 = 21	103 − 22 = 81	108 − 34 = 74	107 − 12 = 95	105 − 62 = 43	65 − 34 = 31	106 − 84 = 22
108 − 43 = 65	108 − 15 = 93	98 − 27 = 71	106 − 12 = 94	109 − 65 = 44	107 − 63 = 44	108 − 23 = 85	108 − 45 = 63

0-33 POOR 34-43 FAIR 44-48 GOOD

PURPOSE: Drill on facts of 2 to 10 through double-digit subtraction. For detailed lesson plan, see Handbook B.
TEACHER: Can you get as many correct as those children at the board? When finished, color red all answers above 40.

A

IF

$2 + 3 = 5$

then

$22 + 3 = 25$

3 + 2 = 5	3 + 52 = 55	3 + 72 = 75	3 + 92 = 95	4 + 3 = 7	4 + 23 = 27	4 + 63 = 67	4 + 83 = 87
5 + 4 = 9	5 + 34 = 39	5 + 14 = 19	5 + 44 = 48	6 + 3 = 9	6 + 13 = 19	6 + 23 = 29	6 + 33 = 39
27 + 2 = 29	47 + 2 = 49	67 + 2 = 69	87 + 2 = 89	33 + 3 = 36	53 + 3 = 56	73 + 3 = 76	93 + 3 = 96
35 + 2 = 37	55 + 2 = 57	75 + 2 = 77	95 + 2 = 97	24 + 2 = 26	44 + 2 = 46	64 + 2 = 66	84 + 2 = 86
26 + 2 = 28	76 + 2 = 78	36 + 2 = 38	56 + 2 = 58	25 + 3 = 28	55 + 3 = 58	95 + 3 = 98	35 + 3 = 38
48 + 1 = 49	68 + 1 = 69	78 + 1 = 79	88 + 1 = 89	37 + 1 = 38	56 + 1 = 57	45 + 1 = 46	34 + 1 = 35

PURPOSE: Development of adding by endings within the higher decades involving the most difficult addition facts. For detailed lesson plan, see Handbook B.

TEACHER: You know your addition below ten. You can add the same ones in the 20's, 30's, 40's, etc. Read what it says at the top. Let's try the first row. (etc.)

0-33	34-43	44-48
POOR	FAIR	GOOD

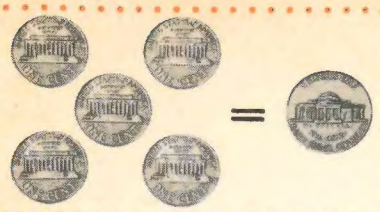
A

FINAL TEST

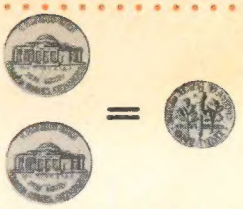
8 + 2 = 10	1 + 9 = 10	2 + 8 = 10	9 + 1 = 10	5 + 5 = 10	3 + 7 = 10	7 + 3 = 10	4 + 6 = 10	6 + 4 = 10
56 + 43 = 99	18 + 71 = 89	65 + 13 = 78	57 + 21 = 78	15 + 51 = 66	55 + 13 = 68	51 + 18 = 69	61 + 38 = 99	55 + 31 = 86
85 − 63 = 22	88 − 73 = 15	88 − 16 = 72	88 − 56 = 32	88 − 37 = 51	98 − 35 = 63	85 − 73 = 12	69 − 14 = 55	98 − 61 = 37
45 + 64 = 109	65 + 41 = 106	86 + 21 = 107	75 + 33 = 108	26 + 83 = 109	35 + 73 = 108	15 + 91 = 106	26 + 83 = 109	95 + 14 = 109
88 − 37 = 51	98 − 36 = 62	89 − 54 = 35	109 − 33 = 76	108 − 66 = 42	108 − 26 = 82	108 − 75 = 33	108 − 45 = 63	109 − 16 = 93
109 − 66 = 43	108 − 47 = 61	105 − 33 = 72	108 − 76 = 32	108 − 23 = 85	105 − 83 = 22	108 − 17 = 91	108 − 95 = 13	108 − 56 = 52
15 + 94 = 109	97 + 12 = 109	22 + 87 = 109	85 + 23 = 108	108 − 45 = 63	109 − 63 = 46	109 − 96 = 13	106 − 51 = 55	109 − 23 = 86
1 + 67 = 68	5 + 31 = 36	1 + 88 = 89	5 + 43 = 48	5 + 93 = 98	7 + 71 = 78	5 + 11 = 16	5 + 22 = 27	1 + 55 = 56

0-48	49-64	65-72
POOR	FAIR	GOOD

PURPOSE: Test on all types of addition and subtraction. For detailed lesson plan, see Handbook B.
TEACHER: This page will show whether you are ready for the next grade. Look at your sign and work upward.



5 cents = 1 nickel



2 nickels = 1 dime

10 cents = 1 dime

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

TEEN means TEN AND or AND TEN.

Ten and four or four and ten are fourteen.

These are the Easy Teens:

14, 16, 17, 18, 19

These are the Tricky Teens:

11, 12, 13, 15

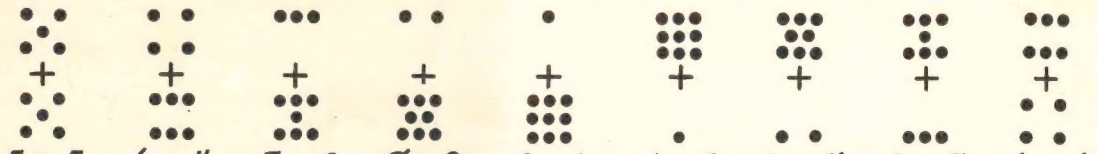
5 o'clock

Even Hour

Hour hand is short.
Minute hand is long.

DISCOVERY of RELATIONSHIPS in a FAMILY of NUMBERS

10 =



5 + 5 | 6 + 4 | 7 + 3 | 8 + 2 | 9 + 1 | 1 + 9 | 2 + 8 | 3 + 7 | 4 + 6

MY MORE DIFFICULT NUMBER STORIES

1	8	9	9	1	9	10	10	2	7	9	9	2	8	10	10
+8	+1	−1	−8	+9	+1	−1	−9	+7	+2	−2	−7	+8	+2	−2	−8
9	9	8	1	10	10	9	1	9	9	7	2	10	10	8	2
3	6	9	9	3	7	10	10	4	5	9	9	4	6	10	10
+6	+3	−3	−6	+7	+3	−3	−7	+5	+4	−4	−5	+6	+4	−4	−6
9	9	6	3	10	10	7	3	9	9	5	4	10	10	6	4

Zero Is A Place Holder

406

4 hundreds no tens 6 ones

hundreds	tens	ones
5	6	2

Zero Means Nothing

6 + 0 = 6

6 and nothing are SIX

DOUBLE-DIGIT ADDITION and SUBTRACTION and ADDING and SUBTRACTING by ENDINGS

32	98	63	105	6	37
+41	−34	+45	−82	+23	− 5
73	64	108	23	29	32

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